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ABSTRACT

Presented is a general discussion of women's track and field. Standards in sports for girls and women are detailed as is a statement of beliefs by the Division for Girls and Women's Sports. Various committees, rule guides, and commissions are also briefly mentioned. The booklet then presents a series of related articles and discussions. (JB)

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Track and Field

GUIDE

INCLUDING CROSS COUNTRY

JANUARY 1972 – JANUARY 1974

With Official Rules

Editor
Frances Wakefield

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DIVISION FOR GIRLS AND WOMEN'S SPORTS

The Division for Girls and Women's Sports is a nonprofit educational organization designed to serve the needs and interests of administrators, teachers, leaders, and participants in sports programs for girls and women. It is one of eight divisions of the American Association for Health, Physical Education and Recreation. Active members of the Division are women members of the American Association for Health, Physical Education, and Recreation who are interested in sports for girls and women and who participate in the work of the Division. These women are professional leaders in schools, colleges, community centers, industrial plants, military services, public and private clubs, and agencies.

The purpose of the Division for Girls and Women's Sports is to foster the development of sports programs for the enrichment of the life of the participant.

The Division for Girls and Women's Sports attempts to promote desirable sports programs through:

1. Formulating and publicizing guiding principles and standards for the administrator, leader, official and player.
2. Publishing and interpreting rules governing sports for girls and women.
3. Providing the means for training, evaluating, and rating of officials.
4. Disseminating information on the conduct of girls and women's sports.
5. Stimulating, evaluating and disseminating research in the field of girls and women's sports.
6. Organizing various units of AAHPER concerned primarily with girls and women's sports in order to exert effective leadership.
7. Sharing in the interests of other AAHPER divisions and/or sections in promoting sports programs.
8. Cooperating with allied groups interested in girls and women's sports in order to formulate policies and rules that affect the conduct of women's sports.

SPORTS GUIDES AND OFFICIAL RULES COMMITTEE INTEREST INDICATOR

The SGOR Committee is endeavoring to broaden its base of personnel and to strengthen its services to *Guide* readers. The purpose of this form is to offer readers an opportunity to join us in meeting this need. Please complete this form and send it to the SGOR Associate Chairman-elect, whose name and address appear on page 16.

Name _____

Professional Address _____

City _____ State _____ Zip Code _____

1. Check the Sport Committee(s) which would be of interest to you:

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____ Archery	____ Golf	____ Speedball
____ Badminton	____ Gymnastics	____ Tennis
____ Basketball	____ Lacrosse	____ Track and Field
____ Bowling	____ Outing Activities	____ Volleyball
____ Fencing	____ Riding	____ Winter Sports
	____ Soccer	

2. Would you like to serve as a member of a Sports Guide Committee of your interest? ____ Yes ____ No
3. Would you consider submitting an article to a Guide Committee as a prospective author? ____ Yes ____ No
   Possible topic or title _____
4. Can you suggest topics for articles which you would like to have included in future *Guides?* (Please indicate sport.)
   _____
5. Are there others whom you would recommend for consideration as possible committee members or authors? Please indicate below. (Use additional paper, if necessary.)

Name _____ Sport(s) _____

Professional Address _____

City _____ State _____ Zip Code _____

Sports Committee Member ☐ Prospective Author ☐ (Check one)

DGWS STATEMENT OF BELIEFS

We believe that opportunities for instruction and participation in sports should be included in the educational experiences of every girl. Sports are an integral part of the culture in which we live. Sports skills and sports participation are valuable social and recreational tools which may be used to enrich the lives of women in our society.

We believe that sports opportunities at all levels of skill should be available to girls and women who wish to take advantage of these experiences. Competition and cooperation may be demonstrated in all sports programs although the type and intensity of the competition will vary with the degree or level of skill of the participants. An understanding of the relationship between competition and cooperation and of how to utilize both within the accepted framework of our society is one of the desirable outcomes of sports participation.

We believe in the importance of physical activity in the maintenance of the general health of the participant.

We believe that participation in sports contributes to the development of self-confidence and to the establishment of desirable interpersonal relations.

For these reasons, *we believe* that girls and women of all ages should be provided with comprehensive school and community programs of sports and recreation. In addition, they should be strongly and actively encouraged to take part in such programs.

PROGRAM

We believe that sports programs for girls and women should be broad, varied, and planned for participants at differing levels of skill. There should be full awareness of the wide span of individual differences so that all types, ages, and skill levels are considered in the planning of sports programs. In conducting the various phases of sports programs, principles must guide action. These principles should be based on the latest and soundest knowledge regarding

1. Growth and development factors
2. Motor learning
3. Social and individual maturation and adjustment
4. The values of sports participation as recognized in our culture.

Elementary Schools (grades 1-6)

We believe in planned, comprehensive, and balanced programs of physical education for every girl in the elementary program. These should provide experiences in basic movements—for example, skip-

ping and simple dance steps, bending, reaching, and climbing—and in a wide variety of activities which require basic sport skills such as catching, throwing, batting, and kicking.

We believe that intramural sports experiences in appropriately modified sports activities should supplement an instructional program for girls in grades 4, 5, and 6, and that in most cases these experiences will be sufficiently stimulating and competitive for the highly skilled girl. We believe extramural sports activities, if included in the upper elementary grades, should be limited to occasional play days (sports groups or teams composed of representatives from several schools or units), sports days, and invitational events.

Secondary Schools (grades 7-12)

We believe that in secondary schools a program of intramural and extramural participation should be arranged to augment a sound and comprehensive instructional program in physical education for all girls. Extramural programs should not be organized until there are broad instructional and intramural programs and a sufficient allotment of time, facilities, and personnel for new programs.

Colleges and Universities

We believe that college and university instructional programs should go beyond those activities usually included in the high school program. There should be opportunities to explore and develop skills in a variety of activities, with emphasis on individual sports. It is desirable that opportunities for extramural experiences beyond the intramural program be accessible to the highly skilled young women who wish these opportunities.

Forms of Competition

Intramural competition is sports competition in which all participants are identified with the same school, community center, club, organization, institution, or industry, or are residents of a designated small neighborhood or community.

Extramural competition is a plan of sports competition in which participants from two or more schools, community centers, clubs, organizations, institutions, industries, or neighborhoods compete. The forms of extramural competition include

1. Sports days—school or sports group participates as a unit
2. Telegraphic meets—results are compared by wire or mail
3. Invitational events—symposiums, games, or matches to which a school or sports group invites one or more teams or individuals to participate.
4. Interscholastic, intercollegiate, or interagency programs—groups which are trained and coached play a series of scheduled games

and/or tournaments with like teams from other schools, cities, or organizations.

International Competition involves players from different nations and provides sports experiences for individuals or groups with exceptional ability and emotional maturity. This type of competition under some conditions could include secondary school girls, but usually it is planned for more mature participants.

Corecreational activities are designed to give boys and girls opportunities to participate on the same team against a team of like composition, provided the activities do not involve body contact. The basis for formation of teams should be to promote good team play. We believe that girls should be prohibited from participating (1) on a boys intercollegiate or interscholastic team; (2) against a boys intercollegiate or interscholastic team; and (3) against a boy in a scheduled intercollegiate or interscholastic contest.

ADMINISTRATION

We believe that certain *safeguards* should be provided to protect the health and well-being of participants. Adequate health and insurance protection should be secured by the institution. First aid services and emergency medical care should be available during all scheduled interscholastic sports events. Qualified professional leaders should ensure a proper period for conditioning of players, a safe environment including equipment and facilities, a schedule with a limited number of games, and similar measures.

We believe that sports *officiating* should be the responsibility of those who know and use DGWS approved rules. Officials should hold current ratings in those sports in which ratings are given.

We believe that the entire *financing* of girls and women's sports programs should be included in the total school budget. It is suggested that income be handled as a regular school income item.

We believe that the *scheduling* of sports activities for girls and women should be in accordance with their needs and that their schedule should not be required to conform to a league schedule established for boys and men's sports.

We believe that excellence of achievement should be given *recognition* and that the intrinsic values which accrue from the pursuit of excellence are of primary importance. We believe that, when awards are given, they should be inexpensive tokens of a symbolic type, such as ribbons, letters, and small pins.

We believe that expert teaching and quality programs generate their own best *public relations*. It is suggested that an effective plan be developed for interpreting the values of the sports program to parents, teachers in other fields, and interested members of the

school or college community, including the press. A procedure which has proved successful is to invite key groups to a selection of demonstrations and sports events at different levels, so that they may see effective programs in action.

LEADERSHIP

We believe that good leadership is essential to the desirable conduct of the sports program. The qualified leader meets the standards set by the profession, including an understanding of (1) the place and purpose of sports in education, (2) the growth and development of children and youth, (3) the effects of exercise on the human organism, (4) first aid and accident prevention, (5) understanding of specific skills, and (6) sound teaching methods. Personal experience in organized extramural competition is desirable for the young woman planning to become a leader or teacher of women's sports. The leader should demonstrate personal integrity and a primary concern for the welfare of the participant.

POLICY-MAKING

And finally, we believe that all leaders, teachers, and coaches of girls and women's sports should be encouraged to take an active part in the policy decisions which affect planning, organizing, and conducting sports programs for girls and women. Leaders should make sure that qualified women are appointed to the governing sports bodies at all levels–local, state, national, and international–to ensure that programs are in the best interest of those who participate.

STANDARDS IN SPORTS FOR GIRLS AND WOMEN

Standards in sports activities for girls and women should be based upon the following:

1. Sports activities for girls and women should be taught, coached, and officiated by qualified women whenever and wherever possible.
2. Programs should provide every girl with a wide variety of activities.
3. The results of competition should be judged in terms of *benefits to the participants* rather than by the winning of championships or the athletic or commercial advantage to schools or organizations.

Health and Safety Standards for Players

Careful supervision of the health of all players must be provided by—

1. An examination by a qualified physician
2. Written permission by a qualified physician after serious illness or injury
3. Removal of players when they are injured or overfatigued or show signs of emotional instability
4. A healthful, safe, and sanitary environment for sports activity
5. Limitations of competition to a geographical area which will permit players to return at reasonable hours; provision of safe transportation.

General Policies

1. Select the members of all teams so that they play against those of approximately the same ability and maturity.
2. Arrange the schedule of games and practices so as not to place demands on the team or player which would jeopardize the educational objectives of the comprehensive sports program.
3. Discourage any girl from practicing with, or playing with, a team for more than one group while competing in that sport during the same sport season.
4. Promote social events in connection with all forms of competition.

SOURCES OF INFORMATION AND SERVICE

The various services are offered by committees. All requests for information of services should be addressed to the chairman of the committee into whose field of work the inquiry falls. Inquiries which cannot be readily classified should be addressed to the DGWS vice-president.

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Chairman: JEAN PUTNAM, Central Washington State College, Ellensburg, Washington 98926

COMMISSION ON INTERCOLLEGIATE ATHLETICS FOR WOMEN–Sponsors DGWS national and postal tournaments and establishes procedures for regional development and for sanctioning intercollegiate events. CIAW will be replaced by the Association for Intercollegiate Athletics for Women in July 1972.
Chairman: LUCILLE MAGNUSSON, Pennsylvania State University, University Park, Pa. 16802

DIVISION HISTORIAN–Maintains file of historical records and publications which are available on loan.
Historian: HAZEL PETERSON, Univ. of Idaho, Moscow, Idaho 83483

LIAISON–Maintains relationships with allied national sports organizations.
Chairman: MILDRED BARNES, Central Missouri State College, Warrensburg, Mo. 64093

NATIONAL INTRAMURAL SPORTS COUNCIL–A joint council of DGWS and DMA to provide leadership to initiate and to improve intramural programs at all educational levels.
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Chairman: BETTY BROWN, Newcomb College, New Orleans, La. 70118

STATE CHAIRMEN–Each chairman organizes committees for educational and informational work within her state. See list in current DGWS *Basketball Guide.*

STUDENT SPORTS ORGANIZATIONS–Organizational and program service to GAA's and WAA's maintained through NGAA Project and CWS.
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(See page 19 for list of personnel.)

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AIAW HANDBOOK

A handbook of policies and interim operating procedures of the new Association for Intercollegiate Athletics for Women is now available. It contains statements on the structure, purposes and membership of AIAW; policies and procedures for DGWS national intercollegiate championships; and sanctioning information. A schedule of 1971-72 championships in the following sports is included: badminton, basketball, golf, gymnastics, swimming and diving, track and field, and volleyball. This booklet replaces the earlier *Procedures for Women's Intercollegiate Athletic Events,* which is no longer available. 1971. 32 pp. (243-25228) $1.50. No discount on quantity orders.

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EDITORIAL COMMENT

It is with pleasure that your Guide Committee presents this *Guide* to the girls and women in track and field throughout the nation. Your continued interest and enthusiasm have made our work enjoyable and fully worthwhile these two years. The growing excellence of instruction and coaching reflect this national interest and your questions reflect a quest for accuracy.

Each committee member has served well; each one is capable of any assignment and has given faithfully to the many tasks asked of her. I want to express deep thanks to all, for each unfailingly gave her efforts to make this *Guide* a credit to the women of athletics and physical education.

Please read the *Guide* sections carefully, make use of the excellent articles and aids. Refer to present or incoming committee members to assist whenever possible. Here, then, is our *Guide* for "Faster, Higher, Farther."

Frances Wakefield
Editor

Putting the Horse Before the Cart*

DONNIS H. THOMPSON

Donnis Thompson is an assistant professor at the University of Hawaii and state coordinator of girls' track in Hawaii. She has had extensive coaching experience with both the 1962 USA Track Team and the women's track team at the University of Hawaii. She is also author of Women's Track and Field.

The purpose of this article is to present techniques and methods for organizing a state track and field championship meet for girls. However, setting up a state meet without a comprehensive program is like "putting the cart before the horse." For this reason, the first emphasis should involve the development of a state wide program which will culminate in a state meet.

A state coordinator should be appointed early in the school year so she can provide leadership for developing the program. She needs to select a committee of knowledgeable people to represent each district in the state. These individuals can disseminate information, motivate district personnel, articulate the needs and interests of the communities, and assist as liaison between the state and the district.

The state coordinator, with the help of the committee, must secure resource people to hold district workshops and clinics. The clinics should provide information related to track and field techniques, conditioning procedures, methods of organizing competitive programs, officiating techniques, etc. They can also be helpful in developing student interest in track and field as well as a competitive program. The workshop/clinics are a necessary part of the program for rarely will one wish to coach an activity about which she knows little or nothing, and without the coach, there is no competitive program. This phase must be available to the teachers/coaches a semester prior to the competitive season because once the season has started it is frequently too late for the coaches' preparation.

In addition to securing resource people, the state committee must decide eligibility requirements, rules pertinent to competing, the length of the competitive season, and dates of the state preliminaries and finals. Schools should also be appointed to host the state championships on a rotation basis.

**The frame of reference used for this article is the state of Hawaii. We have conducted state championships in six sports since 1964. There are 700 girls participating on high school varsity track teams. The competitive season is February 1 to May 2.*

The state coordinator, with the advise of the committee, should meet with personnel in each district and appoint a coordinator for each district. This person would then meet with all of the coaches in her district and set up a schedule of dual, triangular, and invitational meets for within the area and for the district championships. In addition, the clarification of rules and regulations peculiar to each district must be set. They should not be in conflict with state policies or DGWS recommendations.

A state seeding committee representing each district should be selected to establish qualifying standards for the state meet. Each coach and athletic director should receive a copy of these standards along with the following explanations: any competitor meeting state standards qualifies for the state meet, all winners of district meets automatically qualify, and qualifying standards can only be met at bonafide meets.

At the request of the host school, the seeding committee will meet after the final entry date to set up heats and lane assignments for the state preliminaries and finals. Each coach should receive a copy before the meet.

In planning the meet, the host school should go through the entire gamut of meet organizations which can be found in most sophisticated texts on track and field. For that reason, the author will not pursue a full description of these responsibilities and procedures.

After the state championships, there should be an evaluation session for the seeding committee and each district association. At these sessions, recommendations should be written and sent to the state coordinator. Changes are then considered, voted upon by the state committee, and disseminated to the districts in time for organizing next year's program.

The girls state meet in Hawaii is held in conjunction with the boys meet. Our preliminaries are conducted on separate days, as are the district meets, but the finals are held together. This organizational pattern has many advantages, namely:

1. Officiating is of the highest quality.
2. Both boys and girls are given more rest between events.
3. The girls' program cannot help but receive the same administrative support.
4. Facilities are excellent.
5. Spectators who would probably never see how sophisticated the girls are in competition, will have the chance to observe them in action.

There have been no adverse affects because of this joint venture. At this point we would have it no other way.

Blind Girls Run, Too!

LOUISE OWEN

Louise Owen received her B.A. degree from Bridgewater College, Bridgewater, Virginia, her M.A. in physical education from Ohio State University, Columbus, and her M.A. in special education from George Peabody College, Nashville, Tennessee. She is presently teaching for the Los Angeles City Schools in California.

Track and field events for recreation, physical education, and interscholastic competition among visually impaired students are among the most popular and available physical activities in schools for the blind. Sighted students' events can be modified, as evidenced in a list of events for blind students: standing broad jump, standing hop, step and jump, one step high jump, and tandem running. Fewer modifications are required for dashes, shot put, and throws for distance. (Track meets for blind boys may even include the rope climb and tug-of-war).

The state schools for the blind in the United States are organized geographically into associations. The experience of this writer was obtained at the Ohio State School for the Blind which is a member of the North Central Association of Schools for the Blind (NCASB). Every fall, each school of the NCASB sends five girls to a girls activity weekend held at one of the member schools. Distances are too great for additional meetings of the entire association, but it is quite common for several states whose schools are close together to arrange interscholastic events, usually in track and field or swimming. Telegraphic meets are also conducted.

Since there are no specific rules for track meets for blind girls, one of the most important arrangements is to have the competing teams agree in advance on the events to be included and anything pertinent to their running. Beyond this, the challenge of working with blind students in track and field is in teaching the skills.

Whatever effect the ability to see your opponent has on the performance of a sighted runner is lost on blind runners. Therefore, a different strategy must be employed. Basically, a blind runner should be taught to run against the clock. The blind athletes with whom this writer has worked have been keen competitors. They are cognizant of their own performances and inquisitive about the performances of their friends or the best in the group.

Certain aids can be helpful. Most schools for the blind have guide wires separating lanes for dashes. These are usually 110 yards in length, with only end supports, and can be used for the 50-, 75-, and 100-yard dashes. The additional length allows some stopping room.

Hooks or leather straps may be used by totally blind runners. One end is held by the runner and the other end is attached to the guide wire to help the runner follow a straight path.

Another aid in the dashes is to have the tape tied at the finish line across each lane. The blind runners are taught that this represents the finish line.

With these aids, some blind girls become quite proficient in speed races. Longer distances are more difficult. Blind runners can learn to follow a track whose composition is different from its border. However, it is impossible for a blind runner to stay in a lane, and any left or right movement adds greatly to the runner's time.

The tandem race provides an opportunity for distance running for the blind. In this event a totally blind runner pairs with a runner who has some sight. They may hold hands, link arms or each hold one end of a short rope or strap. The method of pairing is dependent upon the two runners and their abilities and preferences (i.e. linking arms is easier but slower).

Another consideration in the running events is the starting gun. Adjusting to its sound may be difficult, particularly for the totally blind girls. This adjustment can be made easier by taking the gun a greater distance from the starting line than for sighted girls, or in some way muffling the sound. Also, have the runners anticipate the sound by learning the timing of the starting procedure. The latter would be included in teaching the takeoff skill, but should come early in the training of a newcomer.

The use of starting blocks for blind girls is tenuous. This writer's experience in teaching the takeoff from the block was very discouraging. It is believed that this skill can be taught, but like everything else, it must be done in very small steps. This requires a great deal of time before any flow of movement is noticeable.

Events other than running require no aids. The running events are modified by the elimination of the takeoff, as stated earlier. It is necessary for the totally blind participant to be helped to her proper starting position; however, there are no additional physical aids for guidance.

The challenge of teaching track skills to blind girls offers a unique experience. The failure of verbal explanations becomes evident when you see a blind girl follow them literally. They are necessary, but what is said must be carefully worded and presented in short, sequential steps. The use of models may be helpful. Live models are most easily understood because they require only a transfer association of the position. When a higher level of learning is achieved, smaller inanimate models can be used. Three dimensional models are best. The effectiveness of two dimensional models is questionable.

Actually the medium used is not as important as the approach to learning. This should be individualized and programmed. Backward chaining, which is based on the completion of a skill as the first step rather than the last, is particularly good because it offers an immediate successful experience for the learner.

Blind girls do run too, and are eager to compete and to improve.

Deaf Athletes... A Challenge To the Track and Field Official!

LINDA MCARTHUR
EVELYN PELLATON

Linda McArthur, a student at the California State Polytechnic College in San Luis Obispo, is one of the outstanding deaf athletes in the United States. She represented the United States in the 1969 World Games for the Deaf held in Belgrade, Yugoslavia, and won a silver medal in the 400-meter relay.

Evelyn Pellaton is an assistant professor of physical education and women's track coach at California State Polytechnic College in San Luis Obispo.

Linda McArthur, coauthor of this article, is a 21-year-old senior physical education major who was a member of the 400-meter sprint relay team that won second place and a silver medal at the World Games for the Deaf. In doing so, the team broke the American record. On her own, she tied the U.S. record and took 6th place in the 400-meter dash. Linda was the only American to make the final heat in that event. This is her story:

It did not appear at first sight to be very different from a "normal" track meet as most of us know it in collegiate or AAU competition. I had just arrived at Edwards Stadium in Berkeley, California, where the tryouts for the 11th International Games for the Deaf were to be held. In 1969, the US was again sending a track team to Yugoslavia where the Games for the Deaf were to be held. Until two years before the Berkeley tryouts, I had not heard of the Deaf Olympics despite the many times it has been held over the years. I am sure that this is also true in the hearing world.

Ironically, it was my first all-deaf track meet after having run in regular competition with hearing tracksters for many years. Normally, deaf athletes participate in all-deaf meets before venturing into competition with the hearing. But, to the contrary, despite my profound hearing loss, determined parents and teachers have put me in a situation similar to the hearing. Now, what does this mean? I lip read, and I can communicate verbally. When a deaf person succeeds at this method, there is less need for the use of sign language.

The usual procedure at any large track meet is for all athletes to register the day before the meet. This was true for this meet.

However, much to my surprise it was like being in a foreign country. Nobody spoke—they all used sign language. In spite of my handicap I was able to complete my registration and received my room assignment. Believe me, it was a harrowing experience as I moved through the line using whatever primitive signs I could, hoping I would be understood.

That night we had a meeting for all participants to go over the procedures for the meet. Again everything was in sign language, so I had no idea of what to expect at the meet the next day. I was hoping that my past experience in normal meets would help, rather than hinder me. I had my doubts. Were the officials going to be deaf? What about the methods they use, would they be different? Would I have to make last minute adjustments to my starting technique out of the blocks to conform to their methods? I even gave up the thought that hearing officials would be in charge and I would have no communication problems. Tomorrow I would know all the answers.

What a wonderful surprise awaited me as I entered Edwards Stadium—I was handed a program. It is impossible for me to explain just how very important this document was, but it certainly answered many questions for me—my event, heat, time, lane, etc. All I had to do was watch the clock and report for my event. In the hearing world a public address system reminds the athletes of their events but in the deaf world there is no need for one.

Scheduled to run in the 100-meter dash, I reported to the starting line—program in hand with my lane and heat assignment. To make sure that we were in the correct position, the official checked our numbers—no conversation.

For an hour I had been observing the starter and his procedure for starting a race. This is my usual procedure in any meet, so I will not miss out during the starter's instructions trying to lip read. As soon as the runners were in their starting blocks, the starter would kneel down on the ground at the side and point his gun downward in the direction of the runners. He then raised his other arm straight up for the "set" position. How did the runners know when to run? They could see the smoke from the gun.

Now it was my turn. This was the moment I had been waiting for. As I drove out of my starting blocks, heading toward the finish line, a man suddenly appeared in front of us frantically waving his hands; there had been a false start. This official had been stationed about 50 yards from the start to stop the runners at the second firing of the gun. He, like the starter, could hear. The second start proved to be a good one and all the runners raced across the finish line. As I turned around and started toward the finish line in my lane, which is the usual procedure in most meets, an official came running down

my lane and turned me around so I would be walking backwards toward the finish line. Sure enough, all the runners were doing the same thing—why? So the timers and finish judges could record your time according to your lane and the number you wore on your back—no conversation during the entire procedure. When they were finished someone waved us off the track.

Needless to say, I qualified for the 1969 International Games for the Deaf. My work was cut out for me. Like so many athletes preparing for the Olympics, I had to work out every day and sometimes more, watch my diet, but unlike the athletes preparing for the Mexico Olympics, I had to raise $1,800.00. Each deaf athlete had to do the same. With the help of the many fine people at my college, the townspeople, and so many others throughout the state of California, I was able to raise my share for the trip to Yugoslavia.

My experiences and the excitement of representing the United States in the 11th International Games for the Deaf were beyond my expectations. But that is another story. The important thing now, I feel, is the implications this has for the officials of the hearing world.

The deaf population is increasing by vast proportions due to population growth and types of diseases. This, in turn, will undoubtedly increase the number of deaf participants in hearing meets. Recently, deaf athletes have been encouraged to compete with the hearing because of the availability of better competition and to train with the hearing because of more advanced methods of training. Since officials confronted with a deaf participant have to make on the spot decisions, the need for trained officials for these situations must be realized.

Every year more and more officials are being faced with the deaf participant at hearing meets. I believe that the key to communications with the deaf is the use of signals. Perhaps this might be the challenge for the track and field officials of tomorrow.

Program for the Mentally Retarded

DAVE THORESON

Dave Thoreson, a teacher of special education at San Marcos High School, San Marcos, California, is also an international competitor in decathlon for USA teams. He placed twice in the top three in the national championships. Dave Thoreson worked with three other people in the preparation of material for this article: Paul Herman, two time national decathlon champion and fourth in 1964 Olympics; Bill Toomey, world decathlon champion in 1968; and Jack Whittamore, Santa Barbara County Coordinator of the John F. Kennedy Olympics for the Mentally Retarded.

Before presenting the program for the mentally retarded, it is necessary to discuss the attitudes and feelings of the mentally retarded child. This child, with the proper training programs, can improve in much the same way as the child of normal intelligence, but the mentally retarded child must be met on his level which calls for individual attention.

The mentally retarded child thrives on encouragement and hearing his name. At first, he finds it difficult to compete only against himself. He does not seem to understand the importance of competing against his own times rather than concerning himself with winning or losing. Nobody can win all of the time, and it is very important to him to see some progress.

This child has a short attention span, so a variety of disciplines works best. The margin of leeway must be minimized so he can concentrate on one thing at a time. Repetitious workouts on actual events are important. All children are endowed with muscle and bone, but the muscle must be strong enough to overcome the child's weight in order for him to move. When one starts a movement, one muscle resists the other in opposing action. To attain coordination in any movement, one needs to repeat the movement until the two muscles learn to work together—while one muscle works, the other relaxes. If the child has the proper diet, workload, attitude, and guidance, he should continually improve in coordination and later, in the specialized skill.

Improvement is not a sharp or abrupt climb, but usually a slow and unrewarding experience at first. This year's work will pay off next year. The program one sets up must be enjoyable, consistent, and self-satisfying so the child will stay interested in it. The children must understand the *plateaus of achievement* that will occur and must be prepared for this type of improvement.

In setting up a track and field program for the mentally retarded child, *imagination* is the key to coaching success. Use any physical facility that might catch the interest and attention of the children—a starting gun, track shoes, sweat suits, colored trunks, wall charts, or even video television. Above all, the child must receive immediate and constant praise and appraisal. Talk to the child about his improvements, how he feels about his events. When you present a concept, have the child to whom you are talking repeat it back to you. Walk through a new movement or workout over and over. Have the child explain and go through the new movement until he can do it without any help. Have the other children watch their peers and find the good attributes in each others' workouts so they can help and encourage one another.

The children have to see how it is done properly and be encouraged again and again. For example, the coach would say, "You made a good try, but now let's see if it would be easier this way." A key point is that a mentally retarded child's goal is to achieve on a par with the normal child; he constantly strives to be normal.

The handicapped child, regardless of the type of handicap, will require added attention on an individual basis. It is necessary for the emotionally handicapped child to have a flexible program designed individually for him so that his needs can be met. There is no easy solution to teaching the emotionally handicapped. Patience and a firm but loving attitude are necessary for success.

Program

Move the mentally retarded child at his own pace. Develop the program slowly, and vary it according to his interests.

Monday	Tuesday	Wednesday	Thursday	Friday
WARMUP	WARMUP	WARMUP	WARMUP	Test
Events:	Events:	Events:	Events:	or
Long Jump	High Jump	Easy Running	Long Jump	Meet
Shot Put	Middle Distance	Jog/Run	Shot Put	
Sprint Work	4/220s at pace		Sprint Work	
Starts	2/330s or		Starts	
3/50s	1/660 at pace		5/50s	
3/75s			Jog-a-lap	
1/150 Jog-a-lap			Weights	

Events

(These may be altered as desired for groups.)

100-yard dash	440-yard sprint
Long Jump	Mile–cross country
Shot Put	

Daily Warm Up Program

Loosening ..... Easy jog for ½ mile
Exercises ..... 25 jumping jacks, 2 sets of 10 sit-ups, 2 sets of 10 push-ups, stretching, toe touches, skipping hurdles, etc. 3 shake-ups, easy. Rest between. 3 shake-ups, medium. Rest between.

Gun's Up!

DEBORAH L. BLACKMORE
LINDA C. GARRISON

Deborah Blackmore received her B.S. degree from California State Polytechnic College and is presently a physical education instructor at Polytechnic School in Pasadena, California. She holds a DGWS national official rating in track and field and serves as a track and field official for the AAU.

Linda Garrison received her B.S. degree from Oklahoma Central State College, Edmond, and her M.A. degree from California State College, Los Angeles. She is presently an instructor and women's track and field coach at Mount San Antonio College in Walnut, California. She is a member of the DGWS national track and field committee and serves as a DGWS national official and an AAU official in track and field.

Acting as starter of a track and field meet appears to be a relatively simple task from the description given in the DGWS *Guide.* It would be ideal if the starter's job dealt merely with starting the runners in each track event. However, not all track and field meets are set up in the dream situation! The *real* duties of a track starter are many. Often the starter of a meet is the only paid official with complete knowledge of the rules and must fill other capacities. However, the responsibilities given in this article are not to be confused with the specific responsibilities of the starter as given in the officiating section of this *Guide,* but rather as responsibilities the starter may actually be asked to perform at many dual, tri, and even larger track meets.

Pre-Meet Duties

The starter should always arrive early in order to inspect the track to see that all lines are marked and measured properly. This is an important factor, for many times the track is improperly marked. It also allows the starter to become familiar with the track. Another responsibility of the starter might be to confer with the meet director to discuss such matters as the time and event schedule, rules or modifications, and other pertinent meet procedures. A meeting with the finish judges and timers is important so that they will understand the starter's signals and coordinate with them.

Preparation

The efficient starter should always come prepared for the unknown. She should carry a bag equipped with such items as a

whistle, gun, holster, blank shells, rule book, tape measure, and mallet. A red sleeve or jacket must be worn so that she can be distinguished from others. Also, it is advisable for the starter to carry a paperclip, safety pin, or other such item to clear the paper buildup from the gun. Breaking flags should be among the equipment carried and should be set out before the meet. Other items that could prove valuable to the starter might be bandages, safety pins, hair pins, towels, and tissues which might be requested on the starting line by younger runners. Pencils and a pad of paper should not be forgotten.

Pre-Event Duties

Just prior to an event the starter should inspect her gun which should be fully loaded. The gun should always remain in the holster until the starter is ready to begin the race. This will eliminate waving the gun around while instructing the runners.

Many times the starter will have to act as *clerk of course* and place the runners in their lanes while marking their names on the finish card. If there is a clerk of course, the starter should check with her before giving instructions to see if all participants are present. Time should be allowed for runners to set their blocks if they are being used.

Race Instructions

A starter will discover that if her instructions are clear and brief, she will have fewer problems and fewer false starts. When giving race instructions, the starter should have the full attention of all runners; therefore, she must make an effort to eliminate all distractions. The following is an informal example of the verbal instructions that should be given for the different types of races:

1. *Flat race instructions.* Name the event. Then, say, "Runners be certain to place your hands and feet behind the starting line and toes in contact with the ground. I will use voice commands, 'runners, take your mark, set,' and when you are set and motionless, I will fire the gun. After two false starts you will be disqualified. At the finish of the race, stay in your lane and return to the finish line. Do you have any questions?" Signal chief timekeeper.

2. *Races from scratch.* Name the event. Then say, "This race is to be run from a scratch line and a standing start. When you cut for the inside lane, be sure you are two full strides ahead of the nearest runner. After you finish the race walk back to the finish line. I will use the voice command, 'runners set,' and when you are set and motionless, I will fire the gun." Signal chief timekeeper.

3. *Staggered race instructions.* Name the event. Then say, "Runners be sure to place your hands and feet behind the starting line and your toes in contact with the ground. When you finish the race stay in your lanes and return to the finish line. I will use whistle commands. Several short blasts of the whistle alert judges and timers to be ready. Then one long blast of the whistle is for you to take your marks. A second long blast will be given for you to come to a *set* position. When you are motionless, I will fire the gun." Signal chief timekeeper.

4. *Relay race instructions.* The same race instructions as in a staggered race are given, plus the rulings on passing, passing zones, and instructions for the runners who may cut for the inside lane, where pertinent. The runners are then taken to their passing zones. In addition to the race instructions, the starter must be aware of runners wanting to use starting blocks and allow time for the adjustment of the blocks.

Signals

The first of the starter's signals should be a short series of whistle blasts to the timers and judges to inform them that she is ready to start the race. When she receives their like signal in return, she devotes all her attention to the runners. The starter's arm signals, when used with either vocal or whistle commands, are important not only to the timers and judges, but also to the runners. The gun is held in the hand nearest the runners while the remaining arm is used as the signal arm. When starting a race the starter raises the gun over her head, points her signal hand toward the ground, and gives the command, "runners take your mark." When all runners are in their blocks and ready, she raises her signal arm over her head as she gives the command, "set." The raising of the signal arm alerts the timers and judges that the gun will be fired in approximately two seconds.

From the time the runners take their marks until the gun is fired, the starter watches carefully for motion in the blocks and false starts. After the gun is fired, and as soon as all of the runners have passed her, she steps to the center of the track to watch for any infractions as the runners progress down the track. Then, and only then, does the starter begin to prepare for the next race.

Qualities

The starter must be able to make decisions and cope with problems or questions that may arise during the meet. If she is

secure and knowledgeable, the runners will achieve greater success. The starter must be able to adapt to different age groups and have the ability to empathize with the runners, for the ability to establish rapport with the runners is very important to success as a starter. The success of a track meet is directly proportional to the success of the starter!

The Importance of the Coach- A Student's View

KATHY MCDONNELL

Kathy McDonnell is a graduate of John A. Rowland High School in Rowland Heights, California. She is presently a student at Mount San Antonio College in Walnut, California where she is a managerial assistant for the women's track and field team and the women's gymnastics team and an officer of the College Sports Association.

The problems of coaching track and field are many. Each season the coach is faced with the task of forming an acceptable team from nonskilled as well as skilled individuals. She must concentrate on strengthening the abilities of the experienced team members for the season's competitive events, while encouraging the novices.

However, the inexperienced members also afford a coaching challenge. It is these less knowledgeable and less skilled individuals who may well be next season's team. They will learn by observing, listening, and actual coaching from teammates as well as the coach.

Athlete potential does not remain hidden for long, and it is the experienced coach who is deeply involved in developing initial potential.

In track and field it is important that each team member understands the ideal philosophy behind the meaning of the word *team*. It isn't easy to give up the selfish trait of individualism, but this is the first step toward a successful team. The coach must insure that the girls learn the concept of group effort. Each member of the team must learn to depend upon other members and feel that they depend upon her. They will bolster her ego when she is down and bring her down when she is riding too high. A competitor cannot afford to get all wrapped up in herself, for she will be a loss both to herself and her teammates.

Often a coach coddles her team so that they never learn to function apart from her. This coach will never be able to trust the team and feel secure in knowing that they can function alone when the true test comes. The coach must teach the team to give as well as receive, because a give and take philosophy proves valuable in creating a good team relationship, and also teaches a lesson that can be applied to life.

Because track and field is a highly intense sport, the coach and team members may become emotional at times. The coach will criticize and suggest, but must establish the feeling among team

members that this is constructive, not personal criticism and that she cares about how well the team members perform. When they are able to accept this constructive criticism, the team members will thrive on it and learn to trust and respect the coach.

The coach is a very important member of the team. How the team presents itself greatly reflects the coach's presentation of herself. If the coach takes pride in her position and communicates this to the team, the members will also be proud of what they represent. This should include, and go beyond, the team and field situation. The coach must be a living example of the ideals she represents.

Specific Conditioning Exercises

KIMBERLY TRICKETT

Kimberly Trickett has her master's degree in physical education. She is currently Track and Field Chairman for DGWS California–South and is serving on the national DGWS Track and Field Committee. She is also a nationally rated official in track and field.

Since many track and field units are short in duration, it is important for the students to receive their conditioning prior to the unit. Running or jogging every day is probably the best way to condition the students.

The following exercises can be used for warmups or conditioning in any of the activities in which the girls participate prior to beginning track and field.

General Conditioning

1. Bench-Stepping. This is a good activity because it is adaptable. It may be used outdoors, or indoors on rainy days. One could start the class on a low bench at a slow cadence and increase the height of the bench or quicken the cadence as the class improves. Remember to always challenge the students to do better or they will not improve. It might be wise to use a spotter in front of each girl in case one slips.

2. Rope-Jumping. Another adaptable activity is rope-jumping. Again, it is an outdoor-indoor type of activity. It can be a timed activity or a numbered activity. Always increase the time or repetitions for best conditioning. Students develop strength and balance by using both feet, then one foot, and then the other.

3. Stair running. Running up flights of stairs or stadium steps is excellent. Improvement will result by increasing repetitions and having students alternate steps as they climb.

Specific Conditioning

1. Men's push-ups for the arms and shoulders. There is no reason why girls cannot be taught to do push-ups. Stress with them the importance of arm and shoulder strength. Someday their life may depend upon that strength. Start them out slowly. Have them hold the extended position. The next day have them hold, do one push-up, and hold. The next time increase to two push-ups, with holds in the beginning, in between, and at the end. Continue until the desired number is achieved.

2. Bent-arm hang for the arms. Have the girls assume a palms-facing-the-face position on the horizontal bar. They may use a chair or a helper to get into this position. They are to maintain a bent-arm hang with their nose below the bar and the body extended downward. Many girls will not be able to hold this position in the beginning. But they will develop! As they do, increase the angle of the elbow, first to 45 degrees, and then to 90 degrees.

3. Toe raises for the legs. Toe raises and dips on a curb or a similar elevated area develop faster ankle action through increased strength of the gastrocnemius muscles. This is important for sprinters and high jumpers who need the fast ankle action.

4. Running in place for the legs. When doing this be sure that the girls keep their knees high and use their arms. Begin with one repetition of 30 seconds and increase as the girls improve. Three sets of 30 seconds is a good warm up, but the more they can do, the more improvement there will be.

5. L-hand on a fence for the abdomen. This is a modification of the L-hand on the horizontal bar. By using a fence, the back is supported and it is somewhat easier. (Be sure that you do not overload the fence!) Begin by having the girls flex at the hips and bend both knees as they bring them up. Next, have them bend one knee and straighten the other. For general classes there is no need to straighten both legs. Develop the girls so that they can hold the L position for about 30 seconds.

Remember that any of these can be used prior to the beginning of a track and field unit for conditioning as well as during the unit itself.

Notes on Training

JOHN T. POWELL

John T. Powell attended the Liverpool College of Physical Education and Loughborough College, School of Athletes, Games and Physical Education, in England. He received his doctorate at the University of Illinois, Champaign, Urbana. He has coached commonwealth, international, and olympic champions, and is presently a professor and the director of the school of physical education, University of Guelphe, Ontario, Canada.

Before one can recommend the type and duration of a training program, each individual athlete should be pronounced fit for training. This implies not only an adequate physical (organic) examination by a medical practitioner, but also a series of adequacy tests by a qualified exercise specialist.

Many coaches have expressed wonderment at the lack of athletic success of those in whom they have identified potential and who have trained assiduously. Numerous athletes train hard and are prepared to accept advice, but simply do not succeed in competition.

It is well known that a person does not get fit by competing; he should get fit to compete. So what is the use of training if the athletes are not adequately prepared for the program! It is time to realize that even training does not necessarily get a person fit for participation in a contest.

When a coach recommends training, it is to prepare the *whole* body for competition. But that body often breaks down and cannot comply with the demands made upon it—so training is adjusted to make fewer demands, with fewer psychological and physiological changes, and in consequence, poorer eventual results.

How much more sensible it would be to utilize known physical efficiency tests to show the body's potential in the areas of speed, power, mobility, balance, strength, and endurance. The tests can help the coach to measure these qualities and assess inadequacies and adequacies, so he can recommend work to overcome weaknesses, improve flexibility, acquire faster reaction, create power, aid balance, and promote endurance.

A coach has a right to expect an athlete to be ready to train. Training does not rectify weaknesses; it builds and innures an athlete for the violence of competition. It can only build upon what is there, and develop initial potential into optimal achievement. It can not create strength from weakness.

On the other hand, the athlete must not be pushed into a narrow training method. The program must suit the individual, particularly tempermentally, and the methods used should not have to be determined by physical incompetencies.

Training

There are two types of training, general and specific.

1. General training. This type of training is only a form of *physical conditioning* in which all participants are exercised together through a full range of movements for a protracted period of time. All the muscle-groups are exercised. This is performed regularly preseason, and is an excellent preparation (provided it is done rhythmically and beyond the point of sweating) for the more strenuous work to come. This type of training is useful as a team builder and will enable a coach to assess the preparedness of individual members to attempt training.

2. Specific training. This type of training cannot be considered until basic physical conditioning is established. However, it is a long term program, and should relate to definite events, experience, time available, objectives, necessary techniques, individual preferences, and the intelligence and devotion of both athlete and coach to the goals.

Some other factors to consider in establishing a training program are:

(1) Training can be *skill* or *endurance* oriented.
(2) Fitness and training are closely allied. Training should produce fitness for the task to be performed. Skill need not be related to fitness.
(3) The pattern of *all* training should be graduated according to severity.
(4) The *principles* of types of training may be applied to many sports and games. Here they are in relation to track.

Interval Training

The essence of interval training is changes of pace over accurately measured and timed distances. Usually 400 yards is accepted as the basic training distance. The principle is always the same, a fast run followed by a slow run. Accurate timing and recording for all distances encourages speed and stamina through an appreciation of pace. A muscle will not gain in strength if it simply performs movements of the same intensity, so it is physiologically sound to increase resistance. We must, therefore, give progressive resistance in training through speed as well as repetition.

Repetition running. A given distance is run in a given time with complete rest between efforts. This is most exhausting.

Time trials. This is the last aspect of training before actual competition.

Pressure training. Pressure training is skill oriented. It involves performing many repetitions in a few minutes with great intensity. It demands much diligence and concentration.

Circuit training. Morgan and Adamson of Leeds University published the first book in this area on their work. Originally, it involved performing three laps of a gymlike obstacle course, and was based on the overload principle. It was *not* concerned with skill.

Circuit training is used to develop strength and endurance. The number of exercises in a circuit depends upon the time available, the apparatus, and the requirements of the performer. There are usually 10 simple exercises to perform. The performer learns the exercise and is then tested on each to obtain his work rate. After this, training around the circuit is encouraged until he can complete three laps at a training rate (a specified time). This is also designated as target time.

Then it is decided whether the performer should so as many repetitions as possible, or as many as possible in 30 seconds. These are termed Minimum, or 30-second items. However, if the exercise is of low resistance, it is done as a Maximum or 60-second item. A minute rest is given between repetitions. Later they are done three times at a reasonable pace with the time recorded.

Eventually, the total time is reduced by one-third. This becomes the new target time. Circuit training may be done outdoors, four times each week. If it is done at the normal training time, each item is performed after the prescribed schedule has been completed. Progression (when target time is eclipsed) may be done by any of the following methods: 1. keep the target time the same and increase the number of repetitions; 2. change the length of the circuit, include more items, or change the items; 3. leave the items the same, but retest at maximum speed, then reduce this by one-third and progress towards a new target time.

Here are 10 points considered to be basic principles of training:

1. Function determines structure; a tremendous amount of running is necessary for building up a runner.
2. Fast and slow work must be mixed.
3. The runner must be strong—whole body strong—a runner is as strong as his weakest muscle.
4. There must be overloading in training; as strength and endurance improve, the athlete must continue to train with greater intensity and for a longer duration.

5. A certain callousness to fatigue must be developed. To quote Ken Doherty, "To feel tired is not to be tired."
6. A knowledge of pace is essential.
7. There must be proper balance between training and competition. A runner cannot train a lot, race a lot, or compete a lot.
8. Self-confidence is produced by sound training and sound competition.
9. Nutrition and rest are important.
10. Training must be an integral part of life.

"Without toil there have triumphed a very few." These are Pindar's words in his 11th Olympian Ode and they are still applicable to preparation for training and training itself.

The Coaching Class-Why Not Coed?

BERNY WAGNER

Berny Wagner has coached many years at the secondary and college levels, and is now the track coach at Oregon State University, Corvallis. He received both his B.A. and M.A. degrees from Stanford University, Stanford, California.

In most countries of the world, track meets are for men and women, not men *or* women. In the USA, track is split. There are men's meets and women's meets. In increasing instances, invitational and championship meets are going "international" and scheduling both men and women. Almost always, however, the coaches of both the men and the women are men.

The experienced coaches in the USA, the people in "prestige" jobs, are mostly men. There is a great need for women coaches. We have many excellent women teachers, and coaching is teaching. Some of the very best teaching is done by women. This is universally understood. Why, then, shouldn't we have women coaches? Techniques are the same for men and women within the same limits of individual differences. I can't think of a reason for not presenting the methods and techniques of coaching track and field to both men and women in the same classroom.

First, it must be recognized that a coaching class is not a "how to do" class, and not a class for becoming personally adept in the techniques of all events. Understanding the techniques and their variations is necessary, but we want to treat the methods of teaching the techniques. We are dealing with *how to teach* not *how to do*. There are no major differences between the needs of men and women in the learning of these processes.

There are many aspects of the coaching job which are concerned with things other than techniques of events. Women need to know these ramifications of the total coaching job if they are to fill the need for women coaches in this country. Again, their needs in learning these aspects of coaching are the same as those of men. We recognize, too that there are some physiological, anatomical, and psychological differences which have a bearing on participation in the sport (e.g., the angle of the femur's attachment to the pelvis, leg length with respect to total body height, strength, etc.) It takes only a moment to point out the differences in events, or body strengths and limitations, while discussing an event. In fact, having both men and women in a class helps keep before the students the very important fact that athletes are individuals and each is different from the other regardless of sex.

We currently treat all events except the pole vault as coed. The triple-jump? Yes. Women may move into this event just as they have into the distances, and into the higher hurdles which are for them truly high hurdles, compared to their average leg length. On the day we treat the pole vault, the women may meet with one of the instructors in the women's department who has had some experience with track and field, and discuss problems peculiar to women's track and field, be they psychological, physiological (such as menstrual cycle problems), or whatever.

Generally we have 18 or 19 one-hour class meetings, and 10 two-hour lab sessions during the term in which to handle the class material. Some time must be taken for organization and testing, but usually 10 class meetings and 6 labs are devoted to the technique of events, while 6 class sessions and 4 labs are used to cover other topics which, I feel, are as important as technique to the overall job of a coach. We consider strength building programs, motivation, promotion and staging of meets, officiating, equipment and facilities, prevention and care of injuries, press relations, encouragement of athletes to participate, and obtaining officials and fans at all levels of competition. In the classroom we lecture and discuss; in the lab we try events *as a coach would demonstrate them,* a part at a time; and we teach (coach) classmates, and discuss and/or use equipment.

In all phases of the course, much duplicated information is distributed, such as technique tip sheets, meet management manuals, motivational materials, forms used for meets, instruction sheets for officials, weight and isometric training programs, sources of equipment, supplies and visual aids, etc. This material, plus related items of information brought in by the students, are to be incorporated into an organized notebook for the student's future use.

Throughout the class we stress that track technique is not static, but ever-changing. The coach must continue to learn and change all through his career as improvements in techniques arise. We stress too, that to evaluate new innovations and individual differences in technique, the coach must be aware of the *why* which is based upon scientific knowledge of human performance. (Example' The coach should learn the mechanical principles related to the velocity and angle of release in a throw rather than slavishly following a technique just because it is done that way now.)

I believe that men and women can benefit more from studying these problems together, than by doing so alone. Coaches need the same insights, skills, and knowledge for excellence in coaching track and field, regardless of their sex.

The Long Jump

JOHN COOPER
PAUL TAYLOR

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Paul Taylor competed in track at Kansas University, while studying for his B.S. degree. He received his M.S. degree from the University of Colorado at Boulder, where he coached track for three years. He is currently a teaching associate at Indiana University, working on his doctorate.

Description

The long jump consists of four integrated phases—the runup, the takeoff, the flight in the air, and the landing. Each will be separately discussed.

The Runup. The runup for the long jump must be long enough for near maximum speed to be attained by at least three to four strides before the takeoff board is reached. This distance varies with the experience of the jumper, beginning with 20 feet for the novice and extending to 100 feet or more for the top competitor. Initially, as many as three check marks may be used to determine the three designated footmarks to be utilized by the jumper. However, the jumper should avoid looking at these marks as she approaches the takeoff board because eventually she must do away with the use of all but perhaps the first mark. A jumper who is consciously or unconsciously looking for check marks as she runs is an inhibited jumper and her performance will reflect her inhibition.

The jumper must practice her approach many times before she attains the consistency necessary for properly hitting the takeoff board. She should gradually accelerate as she approaches the takeoff board. The last three or four strides before takeoff should be used to gather the body for the explosive movement to be made from the board. During this gather before takeoff, the strides should be quickened, but not shortened, and only the next to last one lengthened. The jumper should not be allowed to settle during her gather since this will cause a lowering of the body weight to an undesirable jumping position. The jumper must be running at a fast cut controlled speed in order to be able to effectively contact the takeoff board.

The Takeoff. At the point of contact with the board, the body's center of gravity must be slightly behind the takeoff foot and then moved to a position directly above the foot as takeoff progresses. If the center of gravity is in front of the takeoff foot, the forward rotation of the body will be so great that the feet will land in the pit much too soon. If a correct position is assumed during the initial contact, the jumper will appear to be leaning backward. The forward knee must be driven upward simultaneously with the thrust made from the board by the takeoff foot. The faster the speed of the approach and the higher the runner jumps into the air (up to 45 degree angle), the longer the distance of the jump will be. The step against the board is similar to that of a normal running step so that undue braking action does not occur.

The Flight in the Air. The path of the body in the air has already been determined once the jumper's foot clears the takeoff board. The only usefulness of any action made by the jumper during the flight phase is to prepare her for an efficient landing. It is the belief of the authors that the hitch-kick action is the most efficient of the current in-the-air techniques used by most jumpers. This technique is not difficult to master if proper progression is used during the learning process. The progression may be broken down into three parts which may be practiced as distinct entities.

First, the jumper leaves the board and drives the lead knee up as high as possible with the takeoff leg extended and the trunk held in a vertical position. Thus, the jumper lands in the landing pit in a straddle position. Next, the jumper repeats the first action as mentioned above, but she adds another movement. After the lead leg is extended, the leg positions are reversed and again the jumper lands in a straddle position; only the takeoff leg is in front of her.

Last, the procedure used is to repeat the previous ones and then hold the takeoff foot in the forward position and bring the other foot up even with it in preparation for the landing. The proper movement of the legs during flight involves alternately extending one knee while the other leg is being swung backward, and then flexing the other knee during the forward recovery movement. Then both legs are extended as the landing is anticipated. These actions provide forces that help check the forward rotation of the trunk during the flight in the air.

The Landing. The proper execution of the landing phase in the long jump often means the difference between the accomplishment of an excellent jump and a poor or mediocre jump. The Russian, Igor Ter-Ovanesyan, is probably the most efficient jumper in the world in the execution of this phase of the long jump. He uses a telescoping-like action that allows his body to collapse to one side as his feet contact the landing pit. Most other jumpers land in a tucked

position and attempt to roll forward over their heels after they land. This latter technique is considered to be inferior to the one used by the great Russian jumper.

The long jump is an exciting event and the real reward lies in attempting to exceed one's previous personal record. It then becomes well worth the time and effort devoted to the mastery of this event. Women can expect to compete in this event successfully without fear of anatomical or physiological harm.

Predictions

The women long jumpers of the future should far exceed the present-day performers. This may be done by the long jumper developing the procedure of lengthening the next to last stride before takeoff and quickening the last step with the use of a slightly greater bend in the knee of the takeoff leg. Thus, she should be able to achieve a greater vertical height. Another possible technique to use would be to keep the center of gravity farther behind the takeoff foot and let the body ride over the takeoff foot in a vault-like action. If this could be accomplished without the loss of forward momentum, a longer jump would result. Presumably, greater running speed could then be utilized by the jumper at takeoff. Another rather far-out possibility has been tried by a few athletes, who execute a full forward flip during their flight in the air so advantage can be taken of the rotary component that occurs in long jumping. These are some of the possibilities for use in the future. Hopefully, these and many other newer ideas will be explored and perhaps perfected by women jumpers in the next few years.

In summary, if women jumpers of the future are able to utilize greater velocity in the run, a higher vertical angle at take-off, and greater extension of the legs at landing, a 25 foot jump is not beyond the realm of possibility.

Applications to Speed in Hurdles

ED JACOBY

Ed Jacoby received his B.S. degree from the University of Idaho, Moscow, and his M.S. degree from Colorado State University, Fort Collins. Presently the track coach at College of the Canyons in Valencia, California, he has coached for several years at the secondary and college levels. He has published several articles on various aspects of track and field.

Today as never before, it must be understood that good performances in any hurdle event can come about only through the maximum usage of speed in all-out sprinting. It is, therefore, most important for coaches to study and experiment with certain basic mechanics in individual skills which tend to make up the total scheme of hurdle running.

With the mention and application of mechanical principles, we are seeking only one item – *speed.* All of the manipulations into, and coming from, the hurdle are designed to either hold constant or increase the normal sprinting speed of the athlete.

The start to the first hurdle

The hurdle start has two primary differences from the normal sprint start. First, the hurdler must be *up and out* rather than out and up. An efficient hurdler is into full sprinting position in approximately 4 yards. Second, the hurdler is concerned with achieving an exact distance per stride, which is necessary for her to be at a predetermined spot prior to the actual takeoff. To cover the distance of 39'4½" from the start to the first barrier, the proficient hurdler usually utilizes a maximum of seven steps. The criterion is, however, a number of strides that allows full sprint power without chopping or overstretching, both of which are deterimental to the necessary high leg action characterized by sprinting. The takeoff distance would vary from 6½ to 7 feet away from the hurdle, depending upon the height and lead leg speed of the athlete. However, note that the takeoff distance to the first barrier will be slightly less than is ideally found over the remaining hurdles, on the premise that it takes from 25 to 30 yards for the athlete to reach full speed.

There can be no maximal power exerted from a flat, on-the-heel runner. It is of greatest importance for the hurdler to run as high on her toes as possible. This is expressed for a variety of reasons, but most important, it makes the athlete taller, thus reducing the need to raise the center of gravity as she passes over the hurdle.

The last step prior to reaching the hurdle must be slightly shorter than the previous four or five strides. This allows the center of gravity to readjust for the upcoming jump and makes it possible for the hurdler to leave the ground with the upper body weight well forward of the hips. The basic objective here is to enable a hurdle clearance that follows a long gradual horizontal curve rather than a short vertical curve which, of course, would kill initial momentum.

Mechanics over the hurdle

It should be remembered that no real power can be developed in the air. Therefore, all power and speed must be generated while sprinting. With this in mind, all teaching must begin with the leading foot and the upper body as it moves into the jump phase. The faster the lead leg is picked up and driven toward the hurdle, the closer the athlete can actually get down on the barrier. Conversely, the slower the lead leg comes up, the higher the athlete has to be during clearance. The lead leg *must* move into position while flexed at the knee. The reason is twofold: first, if the athlete approaches the hurdle with a straight leg, the upper body will be forced back, killing speed; second, if the leg is extended, it may force rotation of the leg around to the side of the hurdle, thus throwing the body out of alignment.

The trail leg

The first consideration of getting the hurdler over the barrier as quickly as possible actually begins with placing the lead leg down with no hesitation. This does not come about simply by a conscious effort of pushing the leg down, but is initiated by the amount of forward rotation of the upper body, by the downward movement of the leading arm, and finally, (perhaps the controlling factor), by the trailing leg coming through as quickly and smoothly as possible. Although much emphasis must be given to getting a quick trail leg, it must not be jerked through, for if the leg comes through too fast (ahead of the opposite arm), the hurdler will experience a loss of balance as all of the body weight drops to one side. Observation (side view) will indicate the correct speed of the trail leg. If performed correctly, the knee of the trail leg will cross the hurdle at the exact time as the hips. If the knee is behind, the hurdler will land on her heels, and if it is in front, she will stumble.

The finish

While progressing over the last two or three hurdles, the athlete begins to tire; only consistency gained through training will produce the needed constants to properly finish a race. The usual advice

given is simply to run through the tape at the finish. However, the technical hurdler will come to know the exact number of steps from the last hurdle to the finish. With this in mind, it is possible to perfect a noticeable body lean one step before reaching the tape. This lean may mean the difference between winning and losing the race.

An Introduction to the Pentathlon

JANET JOHNSON MCCLURG

Janet McClurg is an instructor of physical education at Ingraham Senior High School in Seattle, Washington. She received her B.S. degree from Seattle Pacific College, Seattle. She competed in the 1967 Pan American Games in Winnepeg, Canada in the pentathlon after placing third in the AAU national meet that year.

It is now becoming obvious that a new and exciting event is being made available in girls track and field programs, one that allows a girl to utilize extensive ability. The one one event that allows a girl to do this is the pentathlon, a miniature track meet in itself. The pentathlon includes, in one event, the shot put, long jump, high jump, 80-meter hurdles, and 200-meter dash.

It is different from regular track competition in several ways. To begin with, the athlete is not limited to three events and a relay; she competes in five events which are diverse enough so that her capabilities are thoroughly tested. It is a test of psychological endurance as well as physical endurance, because the athlete does not perform and then receive a ribbon. She receives points for each of the five events. These points are accumulated over the two days it takes for the event to be run (or two sessions if a one-day meet) and the girl with the greatest accumulation of points is declared the winner. The fact that the competition takes place on two different days can be hard psychologically on an athlete, especially if her weak events are the ones which are run first. She must have the confidence to believe that her performances in the remaining events will bring her up in the point standings.

One of the major questions confronting a coach or athlete is: Who should train for the pentathlon? What qualities should she possess? We must first of all consider the fact that she must be highly competitive. In other words, she must possess a driving desire to do better than her opponent, and better than her best, continuously. This is necessary not only when competing in a meet, but during each practice session. This is a program that takes self-discipline to the point that the girl training for this event is willing to spend at least one hour every day, five to six days a week, learning the skills. The events may have similarities in skills, but they are diverse enough that it takes an extended amount of time and discipline to learn all of the events well. Above all, the girl must have better than average ability in all of the individual events in the pentathlon.

The second major question is: What type of training program is needed? How soon should new events be introduced and in what order should they be presented? A girl new to the pentathlon should work on at least two, and possibly three events a day. If the girl has had no previous experience in track and field competition it would be best to start with the event for which she displays the greatest skill. This will give her a consistent feeling of accomplishment and recognition.

Along with this initial event, two other events should be introduced. If possible, the second event should also be one in which the athlete has had some experience. If she has no background in another event, the 200-meter dash should be introduced as the second event. It is also essential that one of these first three events be the hurdles.

If hurdling is entirely new to the competitor, the emphasis in early training should be placed primarily upon conditioning. The objectives should be flexibility, strength, and endurance. Then, after she has had enough experience to develop some self-confidence and displays a true acquisition of skills, form and speed with the hurdles can be emphasized.

If the hurdle event is not new to the athlete and is being used as the first or second event, the third, fourth, and fifth events should be introduced in the same manner. First, there is conditioning for the event, then as skill in the other events increase, there is a gradual increase in emphasis on the form and skills necessary for the new event. This program should be followed until the athlete is working on all five events within a two day span.

When the athlete is finally practicing all five events, her training schedule should include running every day (mostly interval training) with two of the remaining four events being worked on one day and the other two the next day. Also, the high jump should be worked on one day and the long jump the next, to prevent too much stress which could possibly injure the athlete's jumping leg, a distinct possibility if both jumping events are worked on during the same practice.

Cross-Country in Physical Education Classes?

BARBARA STENINGER

Having received her B.A. degree from Colorado State University, Fort Collins, Barbara Steninger teaches at Lakeview Junior and Senior High School, Lakeview, Oregon. She is a member of the Oregon state DGWS committee and has published in the Oregon Association of Health, Physical Education and Recreation Journal.

Cross-country was used in our junior and senior high school physical education classes with overwhelming success this past fall. We would like to share our new program with you.

Due to overcrowded classes and limited field space, we decided to try cross-country along with the field hockey program. Girls were divided into teams for both sports and scheduled to run at least once a week in competition. A 1½ mile course was set up in and around the school grounds. The major part of the course was over rough terrain away from normal school traffic. However, the finish was on the main school grounds.

Each team was taken around the course and given instruction on the rules concerning cross-country, how to run the course, and how the meets are scored. They were instructed to walk if they felt it necessary, but to keep going on the course. All of the scores were computed instead of only those for the top five runners, as is done in the scoring of an official cross country meet.

It was necessary to have an even number of runners on each team. The use of numbered gym pinnies distinguished teams and individuals. Finish times and places were recorded in the same manner as a regular cross-country meet.

In the beginning, we expected a certain amount of complaints, but received none. Advance class coverage set the stage, so the girls had been preparing for cross-country competition from the beginning of school. They eagerly met the challenge of the course and team competition. At the finish they were tired, but pleased with their individual achievement and determined to improve.

As competition continued, all individual times and team scores were posted with improvements noted. Some cut their times by as much as three minutes. The team approach to cross-country competition instilled an active group spirit from the first to the second or third runs. The last girls in the race were important to the teams and were cheered on by team members. This group effort helped the weaker and heavier girls to a strong finish.

Physical education assistants and students with medical excuses from class activities were stationed along the course to assist girls who had difficulties and to insure proper running of the course. All age groups and physical fitness levels obtained improved self-confidence, endurance, and fitness from the activity. The girls were quite proud of their accomplishments early in the program and set higher goals for themselves which resulted in marked individual improvement.

We were quite pleased with the new sport we added to our physical education program. Significant accomplishments were obtained in improved physical fitness and group effort attitudes with large numbers of girls. This was particularly gratifying as no additional equipment or financial investment was required to conduct the cross-country program.

Pole Vaulting for Women*

JANET LEWIS

Janet Lewis is a physical education major at San Diego State College in California. She has been researching the pole vault since 1969 and has conducted clinics on vaulting for women. She is a nationally rated DGWS track and field official and a southern Pacific AAU official.

Although pole vaulting is thought of as something outside the domain of women's athletics, today's interest seems to be a revival of an earlier interest. The world's record is held by Dian Bragg who vaulted to 8'6" in 1952[1]. The famous Mildred (Babe) Didrikson, excelled in vaulting, also. Sargent College, one of the leading schools of physical education at that time, included vaulting in its curriculum from 1927 to 1929, but gave it up as "not being a good activity for girls and women."[2] With today's advanced coaching technology, improved equipment, and new trends, there is no reason why women cannot begin to vault again.

Once again we are presented with the old prejudice of what women should and should not do. However, here is a concept to consider; vaulting is essentially a gymnastic stunt done on top of a pole. It requires no more strength, agility, or coordination than the uneven parallel bars—and consider what women are doing on the unevens today.

One should take another look at the equipment. It involved the same factors that make vaulting as unsafe for men as for women. Without the new soft foam pit, a vaulter would fall to the ground from approximately the same height that he had vaulted, while having to concentrate on landing on his feet. Today, a vaulter can be assured of a safe landing and can put most of his effort into the vault.

**Editor's Note: Although the pole vault is not an official event for DGWS, the material presented in this article seemed worthy of consideration on an experimental basis for those who would like to attempt to learn a new activity. Janet Lewis has done a pilot study of teaching the pole vault for two years at San Diego.*

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[1] Pete Polloli. *Women's Track and Field World Yearbook* (Claremont, California: Women's Track and Field World, 1969).

[2] Correspondence 12/12/69 with Gretchen Schyler, Assistant Registrar, University Recorder, Boston University.

For women, the new fiberglass pole is lighter and easier to manage. It is smaller in diameter for an easier grip. Each new fiberglass pole that is developed has less chance of breakage. The characteristic bend of the pole allows a vaulter to get a higher handhold without losing momentum at the plant. The higher the handhold, the more time can be allowed in the vault and the higher the possible vault.

For those who want to try vaulting, here is a method of teaching it.

Analysis of the Pole Vault (Using a steel pole)

Grip. With the pole held vertically in front of her, the vaulter grasps the pole with both hands, thumbs up, hands spread about a foot apart.

Carry. (Figure 1.a and b). Keeping the grip, place the pole on the right side of the vaulter. The right arm will be behind the body. The weight and length of the pole will determine exactly how the vaulter will carry her pole. It should be carried comfortably balanced at her right side, with the tip of the pole aimed at the box.

Handhold. As time goes on, the vaulter should be able to clear the height of her handhold. The beginning vaulter should start out with a seven foot handhold and work her way up as she goes. The top hand *always* stays in the original position. The bottom hand will shift for stability. Notice the separation of the hands in Figure 1.b and c.

Approach. The exact approach depends on the amount of momentum the vaulter can build up. The full approach begins at half effort and becomes an almost all-out effort near the end, which is gathered five strides before the plant. Eyes should be focused at the box.

Pole Plant. During the last three strides of the approach, the pole should be lowered into the box. As it strikes the back of the box, the pole should be above the vaulter's head with the top arm directly above the takeoff foot and the pole squarely in line with the vaulter's nose. The arms are extended upward.

Upswing. (Figure 1.c). Drive forward with the right leg and push off with the left leg. Eyes look to the sky as the knees pull up to the chest (Figure 1.d). The arms are still extended.

Pull up. (Figure 1.e). Extend the knees so that the feet are at the end of the pole. Pull the body along the pole (Figure 1.f). The eyes are still focused at the sky.

Turn. As a continuation of the pull up, the right leg swings over the left, initiating a body turn so that the vaulter will be looking down the runway (Figure 1.g).

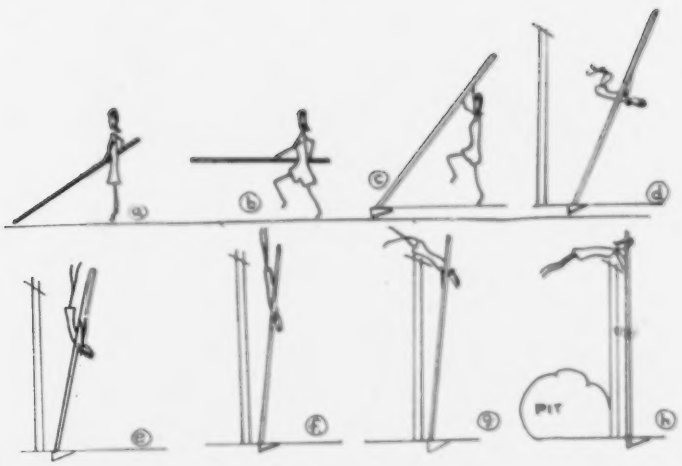

Figure 1. Vault Techniques

Push up. After the turn, the vaulter should be right on top of the bar facing the runway. Simply push the pole away from the bar so that it will not make the bar fall. (Figure 1.h).

These techniques are for steel pole vaulting. It will be difficult and costly to obtain a fiberglass pole at first. Men's broken poles can be cut at 10 to 12 feet, if there are no cracks in the part of the pole to be used. If a fiberglass pole is available, the basics are essentially the same. The biggest differences involve the handhold and the upswing. The handhold will be further apart with a drive through the lower arm and a pull from the upper arm. The upswing would be executed later as the pole straightens out.

Easy Teaching Steps

Keeping the vaulting techniques in mind, the following is a simple and successful progression to teach women how to vault. This progression may be used for various age groups.

1. Show the student the correct grip.
2. With a spotter supporting the pole in the box, instruct the student to take three to five steps, hold the pole with the correct grip, and swing through to sit in the pit. Instruct her to *drive* forward with the *right* knee on the *right side of the pole.*

Figure 2. Beginning Vaulting

3. When the vaulter can do step 2 smoothly, instruct her to do it again, and this time bring her knees to her chest.
4. Lengthen the approach to five or more steps and add the following progressions, one at a time. Instruct the student to do all the preceding plus:
   a. "After the drive, look up and find the end of the pole. Did you see your feet there?"
   b. "This time when you look up, put your feet up there."
   c. "As your feet are reaching for the sky, pull your body along the pole."
5. Give the pole to the vaulter. Instruct her to do a simple three step drill to prepare for the pole plant. Then say, "Step left-right-left, bring the pole from over the head to the plant, with the pole lined up in front of the nose. The hands are above the takeoff foot and ready for the drive."
6. Let the student determine an approach run of about 50 feet. Remember she wants to take off to vault on her left foot. Run through it a few times practicing the pole plant. The last three steps guide the pole into the box. The box will do the rest of the work.
7. With the 50-foot approach, do steps 2 through 4 again. Emphasize the drive and hand. Proceed with the progression. The student should:
   a. Grip the pole correctly
   b. Lift knees
   c. Look up at the end of the pole
   d. Put her feet at the end of the pole
   e. Pull the body along the pole.
8. Place the bar at three feet and let the student try for height. Instruct her to let go of the pole. Keep raising the bar. A spotter should be there to catch the pole.

9. As these progressions are mastered, the handhold can be moved up. Move it up no more than three inches at a time and do not move it up until she gets the movements down smoothly at the present handhold. Remember, her step will move back in relation to each handhold change, and her top arm has to be above the takeoff foot. As she executes these drills, she should take the pole with her into the pit, but she should be in the pit before the pole.
10. As the handhold rises, the vaulter has more time to execute her vault. Now is the time to add the turn which will give her more height. As the feet extend to the end of the pole and the body is pulled along the pole, the right leg should be extended over the left to turn the whole body around so that the vaulter is looking down the runway. She then simply pushes the pole away.
11. Now the vaulter is ready for sophistication of form and higher vaulting with time and work.

This progression has been successful in my teaching experiences (women ages 18 to 34). Teaching should be done in small numbers – no more than three at a time – individual attention is important. A student can get through steps 7 or 8 the first day. Steps 9 and 10 take more time to master. Take them one at a time and do not move on until the preceeding step can be done with ease. Always have a spotter present to guide or catch the pole. The bar can be added in conjunction with step 7 for motivation. Use the high jump standards from around three to four feet. With a seven-foot handhold all the vaulter has to do is pick up her legs to clear four feet. A girl can easily clear her own height the first day.

The Quality of the Vault

The physical effort of the vault is essentially gymnastic. Like gymnastics, vaulting requires body control and awareness in the inverted position. Successful vaulters use gymnastic stunts as training for the vault. Exercises to get beginning vaulter into condition should strengthen the abdomen and shoulders.

Two exercises that incorporate the vault form are the rope swing and the back extension over a bar. The rope swing simulates the plant, upswing, and extension along the pole. It is done exactly like step 4c of the teaching steps; run and grab the rope and swing through. There is no pit to land in so the vaulter does not let go of the rope and ends the exercise in an inverted position. This exercise gives the feeling of swinging through with the movements of the vault. The back extension takes over from the inverted position to a push off over the bar. It is executed exactly like a back extension. When the body is in the inverted position, the arms push, and the

body is flipped over the bar. (Figure 3.). Begin with the bar at six inches.

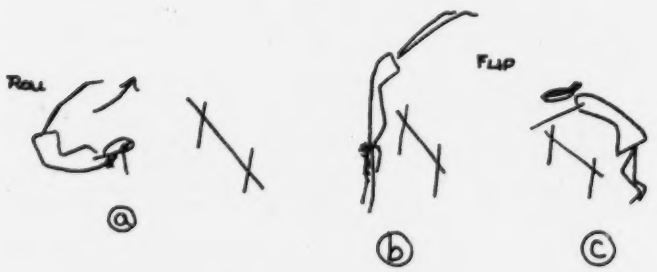

Figure 3. Back Extension Exercise

Vaulting is a sophisticated sport; perfection will come with time and work. Yet, like any sport, not everyone was born to be a good vaulter. A good vaulter has more qualities of a gymnast than a track and field athlete. A woman needs more abdominal strength because most of her weight is in her hips whereas a man needs more strength in his shoulders because his weight is concentrated higher. Once a girl has experienced vaulting, she will want to do it again. It is a beautiful, exciting, and challenging event that women will enjoy as a part of track and field. Now is the time to be innovative in your programs. It could be a very rewarding experience for students to have the opportunity to try this event.

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Revised by ELIZABETH SADLER

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Officiating Services Area

OSA (Officiating Services Area)–This area, one of seven in the DGWS structure, is devoted to the training and rating of officials. Its Executive Board, which meets annually prior to the AAHPER national convention, is composed of:

1. A *chairman,* a *chairman-elect,* and a *past chairman.* The chairman-elect is elected in an open meeting at the national convention.
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The DOC is elected at her AAHPER district convention and serves on the Executive Board.

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Swimming: CAROL COOPER, Southern Illinois Univ., Carbondale, Ill. 62901

Synchronized Swimming: MARY KAZLUSKY, Mt. Holyoke College, South Hadley, Mass. 01075

Tennis: ANNE PITTMAN, Arizona State Univ., Tempe, Ariz. 85281

Track and Field: BONNIE PARKHOUSE, Univ. of Minnesota, Minneapolis, Minn. 55455

Volleyball: KAY CORCORAN, College of Mt. St. Joseph, Mt. St. Joseph, Ohio 45051

EXAMINATIONS AND RATINGS COMMITTEE

ELEANOR SANDERSON, *Chairman,* Southern Connecticut State College, New Haven, Conn. 06515

CAROL SWIM, *Associate Chairman,* Bemidji State College, Bemidji, Minn. 56601

Badminton: PATSY CALDWELL, Box 7023, North Texas State Univ., Denton, Texas 76203

Basketball: DORIS COPPOCK, McPherson College, McPherson, Kans. 67460

Associate: ANISE CATLETT, Univ. of Kansas, Lawrence Kans. 60044

Gymnastics: VARINA FRENCH, Rte. 1, Box 245, Forest Grove, Ore. 97116

Associate: HELEN TIMMERMANS, Univ. of South Carolina, Columbia, S.C. 29208

Softball: LORENE RAMSEY, Illinois Central College, Dirksen Hall, East Peoria, Ill. 61611

Swimming: CAROL COOPER, Southern Illinois Univ., Carbondale, Ill. 62901

Synchronized Swimming Co-chairmen: THERESA C. ANDERSON, 2109 Fortieth St., Des Moines, Iowa 50310, and JANET MOLDENHAUER, Wisconsin State Univ., Oshkosh, Wis. 54901

Tennis: CURLY NEAL, Stanford Univ., Stanford, Calif. 94305

Track and Field: KATHRYN RUSSELL, Univ. of Arizona, Tucson, Ariz. 85721

Volleyball: NANCY STUBBS, Univ. of Tennessee, Knoxville, Tenn. 37916

Associate: NANCY LAY, Univ. of Tennessee, Knoxville, Tenn. 37916

TRACK AND FIELD PRINCIPLES AND TECHNIQUES OF OFFICIATING COMMITTEE[1]

BONNIE PARKHOUSE, *Chairman,* 101 Norris Gym, Univ. of Minnesota, Minneapolis 55455
JILL HUTCHINSON, Illinois State Univ., Normal 61761
MARY O'BRIEN, Larkin High School, Elgin, Ill. 60120
PHOEBE WIENKE, 27 E. Duncan, Columbus, Ohio

TRACK AND FIELD EXAMINATIONS AND RATINGS COMMITTEE

KATHRYN RUSSELL, *Chairman,* Univ. of Arizona, Tucson 85721
MARY ALLEN, Concordia College, Moorhead, Minn. 56560
LYNNE DAILEY, Sunnyside High School, Tucson, Arizona 85706
JEAN FRIEDEL, Western Michigan Univ., Kalamazoo, Mich. 49001
FRANCES NEELEY, 2702 S. Peck #11, San Pedro, Calif. 90744
CAROLYN RAYBURN, Henry D. Sheldon High School, 2455 Willa Renzie Rd., Eugene, Ore. 97401

AFFILIATED BOARDS OF OFFICIALS
1971-1972

Each board listed below offers ratings as indicated. Affiliated boards may have rated officials at each grade level from National official to Intramural official. Provisional boards may have rated officials at the Associate and Intramural grade levels; they are indicated below by an asterisk (*). Upon request, the board chairman can supply a list of names, addresses, and telephone numbers of these officials.

Where it is indicated that the annual report was not received, the Examinations and Ratings chairman will not send the current examination packet to the board chairman until she receives this annual report.

For lists of boards giving ratings, consult the appropriate *Guides*. The *Basketball Guide* lists all boards which give ratings in any sport.

CENTRAL DISTRICT

District Officiating Coordinator: Judy Clarke, Univ. of Iowa, Iowa City, Iowa 52240 (1970-72)

Elect: Wanda Green, Univ. of Northern Iowa, Cedar Falls, Iowa 50613 (1972-74)

COLORADO

Colorado Board of Women Officials

Chairman: Rosemary Fri, Univ. of Northern Colorado, Greeley 80631

Chairman-elect: Gloria Rodriguez, Univ. of Northern Colorado, Greeley 80631

Track & Field Chairman: Helen McCall, Univ. of Denver, Univ. Park, Denver 80210.

Ratings given in basketball, tennis, track & field, volleyball.

EASTERN DISTRICT

District Officiating Coordinator: Edith Cobane, State Univ. of New York, Albany, N. Y. 12203 (1971-73).

MAINE

Southwestern Maine Board of Coaches and Officials of Women's Sports

Chairman: Pat Raybould, Univ. of Maine, Portland–Gorham, Gorham 04038.

Chairman-elect: Daryl Flemming, Biddeford Junior High School, Biddeford 04055.
Track & Field Chairman: Diane Perkins, Sacopee Valley Regional High School, South Hirman 04080
Ratings given in basketball, gymnastics, tennis, track & field.

MASSACHUSETTS

Boston Board of Women Officials
Chairman: Rose Somensini, 14 Carol Ave., Burlington 01803.
Chairman-elect: Janice Bruce, 310 Lowell St., Reading 01867.
Track & Field Chairman: Amy Hicks, 127 Marked Tree Rd., Needham 02192.
Ratings given in basketball, gymnastics, softball, track & field,* volleyball.*

NEW JERSEY

North Jersey Board of Women Officials
Chairman: Marilyn Taigia, 166 B Main St., Little Falls 07424.
Track & Field Chairman: Betty Logan, 300 Walnut St., Englewood 07631.
Ratings given in basketball, gymnastics, softball, swimming, track & field,* volleyball.

NEW YORK

Central New York Board of Women Officials
Chairman: Margaret Robb, 23 Circle Dr., Cortland 13045.
Track & Field Chairman: Natalie Smith, 4241 Lyra Course, Liverpool 13088.
Ratings given in basketball, gymnastics, swimming, track & field,* volleyball.

MIDWEST DISTRICT

District Officiating Coordinator: Pat Roy, East Gary High School, East Gary, Ind. 46405 (1971-73).

ILLINOIS

Northern Illinois Board of Women Officials
Chairman: Judy Kretzschmar, 7301 Fullerton, Elmwood Park 61920.
Track & Field Chairman: Mary O'Brien, Larkin High School, Elgin 60120
Ratings given in basketball, gymnastics, softball, swimming, track & field,* volleyball.

INDIANA

Eastern Indiana Board of Women Officials

Chairman: Sandra Stultz, Ball State Univ., Muncie 47306.
Chairman-elect: Nikki Assmann, Ball State Univ., Muncie 47306.
Track & Field Chairman: Nikki Assmann (same as above).
Ratings given in basketball, swimming, track & field,* volleyball.

Northern Indiana Board of Women Officials

Chairman: Patricia Roy, East Gary High School, 3304 Parkside Ave., East Gary 46405.
Track & Field Chairman: Nancy Walsh, William A. Wirt High School, Gary 46403.
Ratings given in basketball, gymnastics, track & field,* volleyball.

OHIO

Cleveland Board of Women Officials

Chairman: Jane Forbush, 17598 Millbrook Dr., Chagrin Falls 44022.
Chairman-elect: Joanne Shiley, 4553 Emerson Rd., South Euclid 44121.
Track & Field Chairman: Maralyn West, 18700 Shawnee Ave., Cleveland 44119.
Ratings given in basketball, gymnastics, softball, track & field, volleyball.

Youngstown Area Board of Women Officials

Chairman: Eleanor Roller, R.D. #5, Salem 44460.
Track Field Chairman: Mrs. Roberta Sullivan, 380 Cranberry Run, Youngstown 44512.
Ratings given in basketball, track & field, volleyball.

WEST VIRGINIA

Southeastern West Virginia Board of Women Officials

Chairman: Georgia Swan, 209-½ Vermillion, Athens 24712
Track & Field Chairman: Georgia Swan, (same as above).
Ratings given in badminton, track & field, volleyball.

WISCONSIN

Fox River Valley Board of Women Officials

Chairman: Helen H. Briwa, Wisconsin State Univ., Oshkosh 54901
Track & Field Chairman: Chris Fritz, Horace Mann Junior High School, Sheboygan 53081.
Ratings given in basketball, track & field, volleyball.

La Crosse Board of Women Officials
Chairman: Lee Stephenson, Wittich Hall, Wisconsin State Univ., La Crosse 54601.
Track & Field Chairman: Lee Stephenson (same as above).
Ratings given in badminton, basketball, gymnastics, swimming, synchronized swimming, track & field, volleyball.

Milwaukee Board of Women Officials
Chairman: Carol Wolter, 3862 75th St., Milwaukee 53216.
Track & Field Chairman: Barb Kramer, 3561 S. Woodland Dr., New Berlin 53151.
Ratings given in basketball, softball, track & field, volleyball.

Southeastern Wisconsin Board of Women Officials
Chairman: Marcy Weston, Wisconsin State Univ., Whitewater 53190.
Chairman-elect: Mary Ann Riccio, Wisconsin State Univ., Whitewater 53190.
Track & Field Chairman: Jo Ann Schaffer, 405 5th Ave., Walworth 53184.
Ratings given in basketball, swimming, track & field, volleyball.

NORTHWEST DISTRICT

District Officiating Coordinator: Jan Boyungs, Central Washington, Ellensburg, Wash. 98926 (1970-73)
Elect: Jean Neely, Eastern Oregon College, La Grande, Ore. 97850 (1973-75).

OREGON

Northern Oregon Board of Women Officials
Chairman: Oma Blankenship, S.W. Park and Hall, Portland 97207.
Chairman-elect: Fran Gannon, Madison High School, Portland 97207.
Track & Field Chairman Margaret Heyden, Portland State Univ., Portland 97207.
Ratings given in basketball, gymnastics, tennis, track & field, volleyball.

SOUTHERN DISTRICT

District Officiating Coordinator: Jill Upton,
Box 1400, Mississippi State College for Women,
Columbus, Miss. 39701 (1970-72).

Elect: Aileen Britton, Edward White Senior High School,
Jacksonville, Fla. 33210 (1972-74).

KENTUCKY

Kentucky Board of Women Officials

Chairman: Dolores Mullins, 3718 Stanton Blvd., Louisville 40220.

Chairman-elect: Becky Hudson, Univ. of Louisville, Louisville 40208.

Track & Field Chairman: Dot Harkins, Eastern Kentucky Univ., Richmond 40475.

Ratings given in basketball, track & field, volleyball.

SOUTHWEST DISTRICT

District Officiating Coordinator: Karen Johnson,
California State College,
Los Angeles, Calif. 90032 (1970-72).

Elect: Fern Gardner, Utah State Univ., Logan, Utah 84321.

CALIFORNIA

Long Beach Board of Women Officials

Chairman: Sharon Love, 9611 Oasis Ave., Garden Grove 92644.

Track & Field Chairman: Francis Neeley, Los Angeles Harbor College, Wilmington 90704.

Ratings given in basketball,* softball,* swimming, track & field,* volleyball*.

STANDARDS FOR OFFICIALS RATINGS

Badminton, Basketball, Softball, Swimming, Tennis, Track-Field, and Volleyball

There are five officials ratings. Each is designed to meet the needs of various levels of sports events and to stimulate interest of individuals who desire to officiate. All ratings are transferable, and none is a prerequisite to any other rating.

The *Intramural rating* qualifies the holder to officiate games in the school in which she is enrolled or games of comparable level.

The *Associate rating* qualifies the holder to officiate games which may be adequately controlled by a lesser experienced official.

The *Local rating* signifies that the holder is capable of officiating the typical interschool or recreational league game.

The *Honorary rating* denotes at least ten years' service as a National official and represents maturity and experience.

The *National rating* signifies that the holder is capable of officiating any game anywhere in the United States. This rating is for the most highly skilled official.

Specific requirements for all ratings are outlined below.

Intramural Official

1. Minimum grades–theory, 70; practical, 70.
2. Theoretical examination–special intramural examination or national examination, minimum 70.
3. Practical examination–satisfactorily calling one contest.
4. Age–no requirement.
5. Duration–two years from next June 1.
6. Recommended fees–minimal fees as established by the institution, *if desired*.

Associate Official

1. Minimum grades–average of theory and practical, 75.
2. Theoretical examination–national examination, minimum 74.
3. Practical examination–given by at least one National official, minimum 75.
4. Age–no requirement.
5. Duration–two years from next June 1.
6. Recommended fees–maximum $5 plus traveling expenses for a single game, match, or meet.*

*Note: These fees are recommended by the Executive Board as a guide to Affiliated Boards. These boards may set fees lower or higher than those suggested above when the local situation demands an adjustment from the recommended fees.

Local Official

1. Minimum grades–average of theory and practical, 80.
2. Theoretical examination–national examination, minimum 78.
3. Practical examination–given by at least two members with National ratings, minimum 80.
4. Age–no requirement.
5. Duration–two years from next June 1.
6. Recommended fees: $7 plus traveling expenses for a single game, match, or meet.*

Junior National Official

1. Age–below 20 years. At 20 years, rating automatically becomes a National rating.
2. For other requirements, see *National Official* below.

National Official

1. Minimum grades–average of theory and practical, 85.
2. Theoretical examination–national examination, minimum 82.
3. Practical examinations
   a. Practical examination–given by at least three members with National ratings, minimum 85.
   b. Alternate plan for basketball or volleyball (second year of trial)–after holding a National rating with the same board for four consecutive years, the official may request that seven different coaches evaluate her officiating (see appropriate sports packets for details), in lieu of the practical rating session.
4. Age–minimum 20 years by June 1 of the year rating is taken.
5. Duration–two years from next June 1.
6. Recommended fees–$9 plus traveling expenses for a single game, match, or meet. If only one official is used, the fee should be $18 plus traveling expenses for a single game.*

National Honorary Rating

1. An applicant is eligible to apply after earning her *fifth consecutive rating at two-year intervals.* The application should be made to the past chairman of the Officiating Services Area by the affiliated board chairman and should be in the hands of the past chairman by March 1.
2. Alternate requirement–when a lapse of one year has occurred in the holding of a National rating, twelve years of service as a

*See Gymnastics Guide for information about judges' ratings in gymnastics and fee exceptions.

National or Junior National Official are required. This would be a span of 13 years. Apply after earning the sixth rating.

3. Duration—as long as the official remains active (actively officiating games, training officials, or acting as a rater for an affiliated board). For reinstatement after being inactive more than one year, the official must pass the national theoretical examination with a minimum score of 86.

Levels of ratings for gymnastics and synchronized swimming are:

Gymnastics	*Minimums* *Theoretical*	*Practical*
National	90	80
Regional	80	65
Local	70	50

Synchronized Swimming	*Minimums* *Theoretical*	*Practical*
National	90	85
Regional	80	75
Local	70	65

FEE EXCEPTIONS

Swimming. The recommended fees for Nationally rated swimming officials are:

When there are three officials: $6 plus traveling expenses per official for a single meet (whether dual or group); $9 plus traveling expenses per official for meets with first and second teams participating.

Where there are fewer than three officials: $9 plus traveling expenses per official for a single meet (whether dual or group); $12 plus traveling expenses per official for meets with first and second teams participating.

Tennis. In compliance with the United States Lawn Tennis Association policy, no fees will be charged for officiating tennis matches, although travel expenses may be accepted.

Track and Field. It is customary for one official to be paid a minimum of $9 per session (a session shall be defined as a period of time approximately three hours in length) plus traveling expenses. In the case of shorter sessions, fees should be adjusted accordingly. When possible, other officials may be paid.

REGISTRATION OF OFFICIALS

A number of states require those who officiate either boys or girls interscholastic contests to be registered with the State High School

Athletic Association or other administrative body. Holding a DGWS rating ordinarily does not exempt an official from complying with this regulation.

All DGWS officials who officiate any high school or junior high school games are urged to cooperate fully with their state regulatory body by registering with the proper organization and paying any required fee, by wearing the official emblem in addition to the DGWS emblem, and by complying with all requirements for sports officials.

AMATEUR STANDING OF OFFICIALS[1]

An official who wishes to maintain her amateur status as a participant in a sport must be aware of the ruling(s) on amateur status established by the governing body for that sport.

Amateur status may be defined by groups governing high school and college level competition. National organizations governing amateur competition may also have established rulings on the amateur status of the participant.

The official who wishes to maintain her status as a participant is responsible for investigating the specific regulations of the governing body who has jurisdiction over her eligibility as a participant.

Amateur Standing in Basketball, Track and Field, and Swimming

According to the Amateur Athletic Union, which has jurisdiction over amateur basketball, track and field, and swimming, any person receiving compensation for officiating in any sport renders herself ineligible for further amateur competition.

An official, without jeopardizing her amateur standing, may request, receive, or accept expenses in connection with her participation in any event which shall not exceed (a) her actual expenditures for travel (eight cents per mile or first class public transportation fare) and (b) her actual expenditures for maintenance up to a nonitemized total of $10 per day.

Amateur Standing in Softball

The Amateur Softball Association has taken the position that umpires who officiate softball games and are paid for their services do not professionalize themselves and are thereby eligible to participate in ASA competition.

Amateur Standing in Volleyball

According to the United States Volleyball Association, volleyball officials may get only transportation, meals, and lodging and may receive no honorarium if they wish to retain their amateur standing.

[1] For more complete details, see *JOHPER* 39: 24-27, October 1968.

HOW TO BECOME A RATED OFFICIAL

1. Study the rules, the article on the techniques of officiating, and the study questions.
2. Attend interpretations meetings and officiating clinics or training courses conducted in your vicinity.
3. Practice often. To some, officiating comes easily; to others it comes only as the result of hard work and concentration. Welcome criticism and work hard to improve.
4. Find out from the chairman of the nearest affiliated board when examinations for ratings are to be held. (Consult list of affiliated boards.)
5. Contact the chairman of the nearest affiliated board for materials necessary to give Intramural ratings.
6. Remember that it is the aim of the Officiating Services Area to maintain a high standard for National officials. Do not be discouraged if you do not receive a National rating on your first attempt. Welcome suggestions from the examiners, practice more, and try again.

INFORMATION FOR AFFILIATED AND PROVISIONAL BOARDS

An *affiliated* board is a board which has at least three National officials in a given sport; it is authorized to give ratings at all levels in that sport.

A *provisional* board is a board which has at least three Associate officials in a given sport; it is authorized to give ratings at the Intramural and Associate levels in that sport.

When OSA rating films are used as a medium for rating in synchronized swimming and gymnastics, these boards may award ratings at any level and do not need three National or three Associate officials.

An affiliated board which finds it cannot fulfill the requirements for retaining full affiliation may request permission from the OSA chairman to become a provisional board. An affiliated board may request provisional status in sports in which it has fewer than three National officials, while retaining full affiliated status in sports in which it has three National officials. Boards giving gymnastics and/or synchronized swimming ratings have affiliated status in those sports.

Boards are urged to promote the rating of Intramural officials by supplying examinations and practical rating forms to teachers in nearby schools. Fees to cover operating expenses may be charged to the candidates for these services. Records of all ratings must be kept by the boards.

Please write to the Officiating Services Area secretary for assistance in the organization of new groups desiring to become affiliated or provisional boards.

Badminton, Gymnastics,[1] Softball, Swimming, Synchronized Swimming,[1] Tennis, and Track and Field Ratings

A board does not need to have a specific number of officials in order to initiate ratings in these sports. Examinations will be sent to the board chairman when she makes application to the chairman of the Examinations and Ratings Committee *of the sport in which ratings are to be given.*

Examination packets are mailed according to the following schedule:

September 15–badminton, basketball, swimming, synchronized swimming, tennis, and volleyball
When rating film booking has been confirmed–gymnastics
November 15–track and field
January 15–softball

Choose at least three of the best qualified individuals to act as the examining committee for the sport. (After two years, if a board wishes to continue affiliation in a sport, it will be required to have at least taree National officials in the particular sport.)

Basketball and Volleyball Ratings

To initiate ratings in basketball, an affiliated board must have three National officials, and a provisional board must have three officials with at least an Associate rating.

To initiate ratings in volleyball, an affiliated board must have one National official, and a provisional board must have one official with at least an Associate rating.

Emblem and Uniform

The emblem for National officials in all sports consists of a shield. Other emblems are available for Local, Associate, and Intramural officials.

The official uniform for basketball, volleyball, and track and field is a navy blue and white tailored shirt or navy blue and white jersey worn with either a navy blue tailored skirt, culotte, or kilt, and appropriate rubber-soled shoes, and socks. A navy blue blazer may complete the uniform if desired. Officials who receive fees for officiating are required to wear the official shirt.

The official shirt and white shorts or tailored skirt constitute the uniform for National swimming officials.

The official shirt and navy blue or white tailored skirt constitute the uniform for National tennis officials.

For softball, the umpires shall wear uniforms which are navy blue in color.

[1] See respective *Guides* for rating procedures.

The official shirts and emblems are available from The Hanold Company, Sebago Lake, Maine 04075. The company can also provide approved blazers. When ordering, send dress size and check or money order for correct amount. Anyone may order the official shirt. A current rating card must accompany an individual's order for an emblem; however, it is not necessary to send a rating card when ordering a shirt.

An affiliated board may wish to have a supply of shirts or emblems for distribution to newly rated officials. A quantity order may be placed *only* by the affiliated board chairman. It is not necessary that the chairman enclose her own rating card, but full payment must accompany the order.

Prices: Shirt $5.00; knit jersey, $8.00; doeskin blazer, $28.00; National and Junior National emblems, $1.75; Local, Associate, and Intramural emblems, $1.

Shipping Charge: 75¢ per order.

HOW TO ESTABLISH A BOARD OF OFFICIALS

1. Establish the need for an affiliated board by contacting women in the area who have current ratings or who are interested in standardizing and raising the level of officiating badminton, basketball, gymnastics, softball, swimming, tennis, track and field, or volleyball in that area.
2. Write to the Officiating Services Area Secretary, listed in the Officiating Services Area section of this *Guide*, for a sample copy of an authorized constitution for officials' boards and the Policies and Practices Handbook and application for becoming an affiliated board.
3. At a designated meeting of interested women, present plans for forming a board.
   a. Choose a name which will permit expansion of function as need may arise; do not limit title to one sport.
   b. From the group, elect a chairman, chairman-elect, secretary, and treasurer.
   c. Form an examining committee of at least four members. If any member has been rated elsewhere, her experience should be helpful; such a rating is not necessary, however, except in basketball and volleyball. (See 4 below.) It is suggested that members of the examining committee be examined and obtain ratings from other affiliated boards whenever possible.
   d. Make plans for drawing up a constitution according to the sample copy received from the Officiating Services Area.
   Plan to devote some time to the study of the rules and to practice officiating. If possible, secure the assistance of some

rated official in each sport for which the Board anticipates giving ratings.

4. Send to the Officiating Services Area Secretary the completed application form, two copies of the local constitution, and a check for $5 annual dues (made payable to the Officiating Services Area). If *basketball* ratings are to be given, an affiliated board must send a list of three National officials, and a provisional board must send a list of three officials with at least an Associate rating. If *volleyball* ratings are to be given, an affiliated board must send the name of one National official, and a provisional board must send the name of one official with at last an Associate rating. A list of four interested women must be sent if the board wishes to give rating in sports other than basketball or volleyball. If a board wishes continued affiliation in any sport; at the end of two years, an affiliated board will be required to have at least three National officials; a provisional board will be required to have at least three officials with at least an Associate rating. Approval of the application will come from the Officiating Services Area Chairman who will request that examination packets be sent to your Affiliated Board Chairman for all sports in which your Board is authorized to give ratings. The process of accepting an application for affiliation of a new Board and of requesting that the proper examination packets be sent ordinarily takes several weeks. Prospective Boards, therefore, should file for affiliation at least a month before they wish to hold rating sessions.
5. Administer Form A of the National Theoretical Examination. To cover the operating expenses, charge a small fee payable at the time of taking the written examination. Form B of the National Theoretical Examination may be administered to those who did not pass Form A.
6. Conduct practice sessions in rating officials. All persons on the examining committee who have not previously rated officials should have a minimum of three practice sessions prior to actually rating. Secure the assistance of a rated official in these practice sessions if at all possible.
7. Give practical examinations to individuals who pass the written examination. These should be conducted by three members of the examining committee.
8. Request appropriate rating cards from the OSA Secretary for distribution to those who pass the theoretical and practical examination.
9. Send lists of approved officials to schools and other organizations in the area. This notice should indicate the maximum fees for officiating in accordance with the OSA policy and should

give the name, address, rating, and telephone number of each official.

10. Keep accurate lists of all persons receiving ratings. Forward these lists to the chairmen of the Examinations and Ratings Committees in those sports in which your Board was authorized to give ratings.

SOURCES OF INFORMATION AND MATERIAL

Information Needed	Source
Board Policy	Officiating Services Area Chairman
Policies and practices handbook	Officiating Services Area Secretary
Rules interpretation	DGWS rules interpreter for each sport. Secure the name from the current *Guide* of the sport.
Expansion and affiliation	Officiating Services Area Secretary
Dues	Officiating Services Area Treasurer
Officiating standards for each sport	Chairman of the Principles and Techniques of Officiating Committee
National Honorary rating	Past Chairman of the Officiating Services Area

Materials Needed	Source
Rating cards	Officiating Services Area Secretary
Examination material	Examinations and Ratings Chairman for the sport in which examinations are desired
DGWS *Guides*	DGWS-AAHPER, 1201 Sixteenth St., N.W., Washington, D.C. 20036
Uniforms and emblems	The Hanold Company, Sebago Lake, Maine 04075

Officiating Services Area officers are listed under Officiating Executive Board in this *Guide*.

TRACK AND FIELD STUDY QUESTIONS
1972-74

Directions:

Read all questions carefully. Select the *one* item which *best* answers the question. Place the letter of that item in the space provided on the answer sheet.

Sample Question: What is the direction of all running events?

a. Counterclockwise
b. Clockwise
c. With the sun to the runners' backs
d. Depends on the layout of the track

Answer a

1. Which official must rule on whether or not a contestant can use her personal shot put in the shot put competition?
   a. Meet director
   b. Field referee
   c. Custodian of equipment
   d. Head field judge of the shot put event

2. For the semifinals and the finals of running events which are to be run on a curve the scorer shall make lane assignments according to which of the following procedures?
   a. By a chance drawing of lots
   b. Allowing each competitor to choose her own lane assignment in the order of her best trial times
   c. The fastest girl is placed in the center lane, other competitors to her right and left based on best times.
   d. The fastest girl is placed in lane number one, the second fastest in lane number two and so on.

3. Which official is responsible for calling "Gun is up?"
   a. Clerk of course
   b. Starter
   c. Chief timekeeper
   d. Head finish judge

4. The third place timers' watches read as follows: 22.2, 20.9, 20.5. What is the official time for third place?
   a. 20.5
   b. 20.9
   c. 21.2
   d. 22.2

5. At what precise moment should a timekeeper stop her watch?
   a. When the entire body of the runner she is timing has crossed the finish line
   b. When the runner she is timing has stepped on or over the finish line
   c. When any part of her runner's trunk or neck reaches the nearest edge of the finish line
   d. The moment any part of her runner's body reaches the nearest edge of the finish line.

6. Who notifies the clerk of course of the competitors eligible for semifinal and final faces?
   a. Scorer
   b. Finish judge
   c. Recorder
   d. The competitors themselves, after they have been told their respective places in the trials

7. Which of the following is the responsibility of the track referee?
   a. Rule on all questions concerning the start of each race.
   b. Signal to the timers and judges that the runners are ready.
   c. Supervise the drawing of lane assignments prior to each trial event.
   d. Determine the number of heats by the number of contestants and the number of lanes available.

8. What is the longest distance recommended for the high school age group in a cross country meet?
   a. one mile
   b. one and a half miles
   c. two miles
   d. two and a half miles

9. Which of the following is NOT included in pentathlon competition?
   a. Shot put
   b. Discus
   c. High Jump
   d. Running long jump

10. In a 100 meter hurdle race the first place finisher knocked down two hurdles and hit a third as she set a new national record. What is the official decision?
    a. The record stands.
    b. The runner is disqualified.

c. The record may be established as a meet record but not as a national record.
d. The runner is declared the winner of the race but no new record can be established.

11. In the start of a dash, after the starter said "set," one of the competitors was rolling forward just before the gun was fired. The starter should do which of the following?
a. Warn the runner of the infraction—no false start is charged.
b. Let the race continue—no false start occurred.
c. Call runners back—charge no one with a false start.
d. Call runners back—charge the runner with a false start.

12. After a preliminary heat, a relay team discovers one of its runners is too ill to compete. Another girl takes her place; is this action legal or illegal?
a. Illegal—team is disqualified for substituting a runner.
b. Legal—if illness is certified by meet physician
c. Legal—if her coach says that she is too ill to compete.
d. Legal—one substitution is allowed.

13. In the 880 yard run, Mary continues to veer to the right forcing Jane to run wider and wider in her attempt to pass. There is no contact between the two runners. What is the official decision?
a. Legal—no one is disqualified.
b. Legal—Mary is given a warning.
c. Illegal—both runners are disqualified.
d. Illegal—Mary is disqualified.

14. After receiving the baton and having moved just outside the passing zone the runner drops the baton. Who must pick up the baton?
a. The runner nearest to the baton.
b. The runner who passed the baton.
c. The runner who dropped the baton.
d. It does not matter, for the team is immediately disqualified.

15. Which one of the following statements does NOT apply to a shuttle relay race?
a. The baton must be passed within the designated passing zone.
b. The runners may use either a standing or crouched starting position.
c. The runners must stay in their respective lanes.
d. The hands and feet of the next runner must be behind the restraining line.

16. In the 440 yard run, the runner in lane three, who is five yards in front of the nearest runner, temporarily steps out of her lane. Should this runner be disqualified?
    a. No, the following runners have ample time to change lanes.
    b. No, she has not interfered with another runner.
    c. Yes, she has committed a foul.
    d. Yes, she has impeded the progress of the other runners.

17. During the high jump competition, a contestant leaves to run the 100 yard dash. On her return, the bar is four inches above her scheduled height. What is the decision of the official?
    a. The bar is lowered to her previous height and she is permitted three attempts.
    b. The bar is lowered two inches and she is permitted three attempts.
    c. The bar is lowered two inches and she is permitted one attempt.
    d. The bar remains at its present height and all previous heights are considered passes.

18. In which of the following situations is the shot delivery considered legal?
    a. The shot is put from behind, but not below, the shoulder.
    b. The shot is put from in front of but below the shoulder.
    c. The shot is put from in front and above the shoulder.
    d. The shot is put from above the shoulder with two hands.

19. Which of the following is the correct procedure in measuring a discus throw?
    a. From the outside edge of the circle to the nearest mark made by the fall of the discus.
    b. From the nearest mark made by the fall of the discus to the inside circumference of the circle, on a line from the mark of the discus to the center of the circle
    c. From the inside edge of the circle to the nearest mark made by the fall of the discus.
    d. From the nearest mark made by the fall of the discus to the outside circumference of the circle, on a line from the mark of the discus to the center of the circle.

20. In a case of a tie in the high jump which of the following procedures is correctly applied first in an attempt to break a tie for second place?
    a. The jumper with the lowest number of total misses wins.
    b. The jumper with the lowest number of trials in the event wins.

c. The jumper with the lowest number of trials at the height at which the tie occurs wins.
d. Except for first place ties, the jumpers divide the points for the position for which they tied.

21. In attempting her second put in the shot put competition, a contestant steps on but not over the toeboard. The shot falls within the sector lines. What is the decision?
    a. The put is measured and the contestant is permitted a third attempt.
    b. The put is measured and if longer than her previous put, it is counted.
    c. The put is not measured and the contestant is given a third attempt.
    d. The put is not measured and the contestant is not allowed a third attempt.

22. Which of the following is considered a foul in all throwing events?
    a. Leaving the circle from the back half after the throw has been marked.
    b. Bringing the foot in the air over or outside the circle.
    c. Touching any area or surface outside the circle or on the scratch line before the throw is marked
    d. Failing to take one of the allotted throws

23. In the standing long jump competition which of the following techniques is legal?
    a. Executing the take-off from one foot
    b. Leaning forward over the scratch line prior to take-off
    c. Executing a double jump (both feet come off the ground twice) on the take-off
    d. Scraping the toes of one foot along the ground on take-off.

24. Which of the following is a violation of the rules in the high jump?
    a. Using an approach which is greater than 60 feet
    b. Placing marks in the runway to aid the jumper in her approach
    c. Using a two foot take-off
    d. Placing an object on the crossbar to assist the jumper in focusing for her jump

25. In the javelin throw which of the following throws would be ruled a legal throw?

a. The point of the javelin strikes the ground first but it fails to hold and lands flat on the ground.
b. During a portion of the approach the javelin is carried in the right hand and steadied with the left hand.
c. During the end of the approach but prior to release the thrower positions herself so that her back is in the direction of the throw.
d. While in flight a legally thrown javelin breaks and then strikes the ground point first.

26. In the basketball throw for distance which of the following situations is legal?
a. Using both hands to execute the throw
b. Continuing in the competition after fouling on the first three throws
c. Taking a fifteen foot running approach prior to release of the ball
d. Stepping on the scratch line just after the ball has left the hand

27. The events in the pentathlon competiton are to be held in a specific order. Which of the following lists of events indicates the correct order?
a. hurdles, shot put, high jump, long jump, dash
b. hurdles, high jump, dash, shot put, long jump
c. dash, shot put, high jump, long jump, hurdles
d. dash, long jump, high jump, shot put, hurdles

28. If a meet has awarded five places and there is a two-way tie for third place, how many points does each competitor receive?
a. 5.0
b. 4.5
c. 3.0
d. 2.5

29. If four places are going to be awarded which of the following scoring methods should be used?
a. 6, 4, 2, 1
b. 5, 3, 2, 1
c. 5, 5, 2, 1
d. 4, 3, 2, 1

30. In computing total team scores, if two or more teams have the identical score what is the procedure?
a. The team with the individual competitor scoring the most points is declared the winner.

b. The team placing the highest in the last event of the competition is declared the winner.
c. The team scoring the greatest number of first places is declared the winner.
d. The teams are declared co-winners of the meet.

31. Which official has the final say on any dispute which is not covered in the rules and is responsible for the proper conduct of the entire meet?
a. The marshal
b. The meet director
c. The meet referee
d. The scorer

32. As Jane is awaiting her second trial in the running long jump competition the announcer calls for her to report to the starting line for the 100 yard dash. What procedure should Jane follow?
a. Jane must withdraw from the long jump competition and report to her track event.
b. Jane must wait and take her long jump trial and then report to the track event.
c. Jane must use the distance of her first long jump as her only trial in that event and report to the track event.
d. Jane must leave the long jump and report to the track event and then return to the field event and report to the long jump judge.

33. In cross-country running what does a white flag indicate?
a. Course continues straight ahead
b. An incline ahead
c. A turn to the right
d. A turn to the left

34. How many points does the first place competitor in a cross-country race receive?
a. one
b. two
c. five
d. ten

35. Information on wind conditions for all records shall be measured by an anemometer. For the track events that require wind information where is the anemometer to be placed?
a. At the starting line
b. At the finish line

c. At the edge of the track, midway between the start and the finish, facing the finish line
d. At the edge of the track, midway between the start and the finish, facing the starting line.

INTERPRETATIONS

Inquiries concerning track and field study questions or examinations should be addressed to the Chairman of the Track and Field Examinations and Ratings Committee, Kathryn Russell, Department of Physical Education for Women, University of Arizona, Tucson, Arizona 85721.

ANSWERS AND RULE REFERENCES

Answer		*Rule Reference*
1.	b	Techniques of Officiating, Procedures for Field Officials, 1f
2.	a	Techniques of Officiating, Procedures for Meet Officials, 8c
3.	c	Techniques of Officiating, Procedures for Track Officials, 6f
4.	b	Techniques of Officiating, Procedures for Track Officials, 6i(1)
5.	c	Techniques of Officiating, Procedures for Track Officials, 7b
6.	a	Techniques of Officiating, Procedures for Meet Officials, 8b
7.	d	Techniques of Officiating, Procedures for Track Officials, 1a(1), 2e, 3b, i
8.	c	1, 1
9.	b	1, 3a, b
10.	a	3, 2g
11.	d	3, 1d
12.	b	3, 3i
13.	d	3, 1k
14.	c	3, 3e
15.	a	3, 4a, b

16. b 3, 1e, k, m
17. d 4, 3h
18. c 4, 6e
19. b 4, 4j
20. c 4, 3p (1)
21. c 4, 6f, g
22. c 4, 4f, 5l, 6f, 7e
23. b 4, 2b, c
24. c 4, 3d, f, l
25. a 4, 5g, i, m, n
26. c 4, 7b, c, e
27. a 5, 2
28. d 6, 1a, b
29. b 6, 1a
30. c 6, 2b
31. c 7, 1a (also: T. of O., Procedures for Track Officials, 1g, h)
32. d 7, 2b
33. c 8, 1
34. a 8, 5a
35. d 9, 3d (1)

TECHNIQUES OF TRACK AND FIELD OFFICIATING

Revised by the PRINCIPLES AND TECHNIQUES OF OFFICIATING COMMITTEE

Desirable Qualities for Making a Good Official

Officiating track and field events demands much more than just knowing and interpreting the rules. Listed below are some of the qualities desirable in a good official.

1. Each official should be familiar with the track and field rules as outlined in the current DGWS Track and Field Guide. However, when a violation occurs which is not covered definitely in the rules, the official should reflect the spirit of fair play and apply decisions as objectively as possible.
2. Being a good official demands something more than just performing the duties listed in the Guide. A distinct personality is desirable; she must be able to make prompt, immediate, and accurate decisions on many complex questions. A person with an element of timidity in her personality will find it difficult to impress other officials and competitors in closely contested situations with her competence.
3. In the excitement of competition many unfortunate incidents can occur to spoil the meet. An official must be able to anticipate such incidents and, with a timely warning or firm action, prevent a good meet from being marred.
4. Temperament on the part of an official must be kept in check just as the temperament of a competitor must be. She should be courteous, just, and objective at all times.
5. Being a good judge of track and field events demands:
   a. The ability to concentrate on the immediate task. Often several events are scheduled simultaneously, and it is therefore easy for one's attention to stray from one event to another.
   b. The ability to dispense with all sentimental and emotional tendencies at the precise moment of judging. The primary duty of a judge is to provide a just and accurate result of the event.

Suggested Officials for a Meet:

The number of officials necessary to conduct a meet varies. Dual meets will not require as many officials as larger meets. For maximum efficiency, the following officials are suggested for meets where three or more places are being awarded:

1 meet director	1 custodian of equipment
1 track referee	1 marshal
1 field referee	1 scorer

1 clerk of course
1 starter
7 finish judges, including chief
7 timers, including chief
6 inspectors
3 field judges per event, including chief
1 announcer
1 doctor
1 surveyor
1 recorder if new records made
1 custodian of awards

If necessary, assistants may be provided for the chief clerk of course, the scorer, the marshal, the announcer, the chief timekeeper, and the chief field judge. No official should act in a dual capacity, nor should any track team or club team manager act as an official at a track and field championship meet.

TECHNIQUES OF OFFICIATING*

General Procedures:

1. An official should be sure of date, time, and place when accepting an assignment.
2. If unable to keep an appointment, an official should notify the meet director at least 24 hours in advance.
3. An official should arrive at the track 30 minutes before the meet is scheduled to start.
4. An official should wear an appropriate skirt, blouse, and rubber soled shoes. Try to wear the official DGWS-OSA uniform.
5. An official should introduce herself to the meet director, track and field referees, and other officials.
6. An official should get the assignment from the meet director and report to the person in charge of the event. If she is in charge of an event, she should check off her officials as they report.

Procedures for Meet Officials:

1. Meet Director
   a. Be directly responsible for the procuring of the track itself and for getting together the officials necessary for the running of the meet.
   b. Obtain the awards.
   c. Send out the entry blanks and be their recipient when they are returned. After all entries are in, the meet director shall turn over the list of competitors' names to the track and field referees, along with the order of competition.

*New procedures or changes in wording are indicated by an asterisk.

d. Rule upon all late entries or substitutions.
e. Procure all equipment necessary for the running of the meet.
f. Have weights and measures available on the field for checking field event equipments.
g. Give the surveyor a list of the events with the official specifications for the marking of the track and field.
h. Obtain the completed results and records of the meet from the scorer.

2. **Marshal**
   a. Police the track and make sure that all unauthorized persons are kept out of the throwing areas.
   b. See that the track is kept clean at all times and that spectators do not interfere with judges' and timers' view.

3. **Surveyor**
   a. Obtain a list of events from the meet director.
   b. Plot and clearly mark all throwing areas and track lanes and lines according to official specifications furnished by the meet director.
   *c. In cross country events indicate each half mile of the course by placement of red flags.

4. **Custodian of Equipment**
   a. Be in charge of all implements and items used in the meet.
   b. Issue equipment to all chief judges and chief timekeepers, keeping record of all officials' names and numbers of equipment.
   c. See that all equipment is returned.

5. **Custodian of Awards**
   a. Have custody of all awards.
   b. Obtain a list of winners' names directly from the scorer.
   c. See that all winners receive their awards.

6. **Announcer**
   a. Inform all athletes of each event and notify finalists to report to their respective events.
   b. Inform the public of the progress of the meet, competitors' names, and the results of each race or event.

7. **Recorder**
   a. Have charge of applications for new records. If any records are broken, she shall have the responsibility of seeing that the applications are duly filled out, certified, and sent to the proper authorities.

8. **Scorer**
   a. Have charge of all completed timers' and judges' finish cards and transcribe the results onto a master sheet.

b. Notify the clerk of course of the competitors eligible for the semifinals and finals.
*c. Determine placement of runners in lanes for semi-finals and finals of running events by chance drawing of lots.
d. Allot points for places won to teams who are entered, in order that the team trophy may be awarded.
e. See that the announcer gets results of semifinals, finals, broken records, etc.
f. Have all records checked, approved and signed by the referees.
g. Turn over all completed records to the meet director.

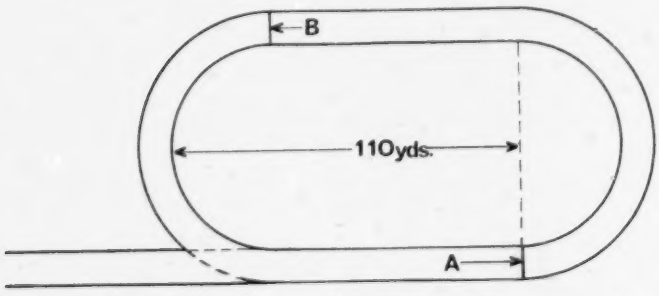
Procedures for Track Officials:

1. **Track Referee**
   a. Obtain a list of all competitors, from the meet director and, prior to the start of the meet, place competitors in heats.
      (1) *Determine the number of heats by the number of contestants and the number of lanes available.* Example: With six lanes available and 36 contestants entered, the event requiries heats of six each. Then the two fastest contestants from each heat qualify for the semifinals (two of six each). The three fastest from each semifinal qualify for a final of six girls.
      (2) *When past performances are known determine the fastest girls and place them in different heats.* Example: Six-heats, six fastest girls, one in each heat. Seventh fastest girls is placed in heat #6, eighth fastest in heat #5, ninth in heat #4, tenth in heat #3, eleventh in #2, twelfth in #1. The thirteenth fastest is then placed in heat #1; continue placing the girls by times working from heat #2, through #6, and from #6 to #1. Try not to place one teammate against another in the same heat.
      (3) *When times are not known, place contestants in any heat, trying not to place them against a teammate in the same heat.*
   b. Have charge of all running events and the responsibility for the proper carrying out of the track program.
   c. Inspect the proper marking of the track.

Note: Even though two people are assigned to officiating, one a track referee and one a field referee, it is fairly common practice for one person to assume the responsibility for both. Her title would be Meet Referee and she is responsible for the enforcement of all rules and decisions.

d. Confer with the chief judges, clerk of course, scorer, and starter prior to the meet to be sure that each has sufficient personnel.
e. Inform the head officials of the number of heats and the number of competitors who will qualify for the semifinals and finals. (Refer to chart on page 107).
f. In cooperation with the appointed marshal, ensure that only the authorized persons are allowed in the immediate area of the field or arena.
g. See that all rules are observed and decide any technical points which arise during the meet. If there are no set rules covering a dispute, the *track referee shall have the final judgment in the matter.*
h. Have the power to exclude any competitor or official for improper conduct or apparel, and decide immediately any protest or objection about the conduct of a competitor or official.
i. After the meet, inspect, approve, and sign the scorer's records.

2. **Clerk of Course**
   a. Always check the starting line and finish line of each running event for the proper distance.
   *b. The following diagram presents the starting line and finish lines for races run on the curve and on a quarter mile track.



A – Start and finish: 440, 880, 880 yd. medley relay, 1 mile, and 1 mile relay, 220 (finish only)

B – Start: 220, 200 relay

NOTE: The following table can be used in forming heats for dashes, relays, and hurdles:

FOR SIX LANES

No. of Entries	No. Trial Heats	No. Qualifying	No. Semi-final Heats	No. Qualifying	No. in Final
1 to 6	0	—	0	—	6
7 to 12	2	3	0	—	6
13 - 18	3	4	2	3	6
19 - 24	4	3	2	3	6

(25 or more requires quarter-finals following above pattern.)

FOR SEVEN LANES

1 - 7	0	—	0	—	7
8 - 14	2	3	0	—	6
15 - 21	3	4	2	3	6
22 - 28	4	3	2	3	6

(29 or more requires quarter-finals following above pattern.)

FOR EIGHT LANES

1 - 8	0	—	0	—	8
9 - 16	2	4	0	—	8
17 - 24	3	4	2	4	8
25 - 32	4	4	2	4	8
33 - 40	5	3	2	4	8

(41 or more requires quarter-finals following above pattern.)

FOR NINE LANES

1 - 9	0	—	0	—	9
10 - 18	2	4	0	—	8
19 - 27	3	3	0	—	9
28 - 36	4	4	2	4	8
37 - 45	5	3	2	4	8
46 - 54	6	3	2	4	8

(55 or more requires quarter-finals following above pattern.)

c. Have assistants to help with assigned duties and to carry messages.
d. Obtain from the track referee the name and number of all competitors in their respective events and heats.
e. Supervise the drawing of each lane prior to each trial event if the track event is being run in lanes.
*f. Determine placement of runner in lanes for semifinals and finals of running events by chance drawing of lots.
g. Have the announcer notify competitors to appear at the starting line before the start of each event in which they are entered.
h. Make sure each competitor is in her proper lane. The lane closest to the curb or pole shall be numbered "1". The remaining lanes shall be numbered consecutively from there outward.
i. Have runners lined up several heats in advance if there are a number of heats to be run in any event.
j. Obtain the names and numbers of all qualifiers for semifinal and final heats from scorer and make sure that the list has been certified by the track referee. These competitors will have been assigned to lanes according to time so that the fastest girl will be placed in the center lane, the second fastest girl placed in the lane to her right, the third fastest girl placed in the lane to the left. The other girls are placed from right to left according to times until each lane is filled. The two outside lanes will contain girls with the slowest times.
k. Place each competitor in her assigned lane for the semifinals and finals. When the competitor who has qualified in a preliminary trial withdraws from the competition in the semifinals or finals, no substitute may replace that competitor.
l. In relay races, see that the members of each starting team have been properly selected from the original relay entry blank. If any organization enters more than one relay team, see that each of its teams has a different letter, e.g., Blue A, Blue B.
m. After making sure that each competitor is placed in her respective station for the relay, be responsible for the readiness of batons for the leadoff runners.
n. The clerk of the course, before the starting of each race, shall give the head finish judge a card with the names of the competitors, their numbers, and the lanes in which they are running. (See example on page 110).

3. **Starter**
   a. Wear a colored sleeve on the gun arm that will be clearly discernible to the judges and timers.
   b. Rule on all questions concerning the start and have entire control of the competitors on their marks.
   c. Issue instructions to each flight of competitors about the signal for starting, which shall be to call "Take your mark," "Set," wait until all runners are motionless (approximately two seconds) and fire the gun or another signal.
   d. For races in which all runners are using standing starts the starter, having placed the runners on their mark will use the command, "Set," and fire the gun. Runners should be so instructed.
   e. When using standing starts the starter may use whistle commands, rather than vocal to insure her being heard. A long, loud blast should be used for each voice command, then the gun fires. Runners should be so instructed.
   f. If competitors on the mark are nervous or unsteady, have them stand up and attempt to steady their nerves. This must be done before the gun, or it is a false start.
   g. Make sure that each competitor is on her mark and that everyone's hands and feet are behind the starting line.
   h. Warn or disqualify any runner disconcerting other competitors.
   i. Signal to the timers and judges that runners are ready.
   j. Be sole judge of anyone making a false start and if the gun has already been fired, recall the runners by again firing the gun. If a competitor makes a false start before the gun has been fired, the starter shall call everyone off her mark, and the clerk of course shall reassemble the runners.
   k. Warn all competitors prior to the start of each race that any competitor making two false starts shall be eliminated from the race. The starter should warn the competitor by saying, "You have one false start; one more and you will be disqualified."
   l. In races where competitors start in an even line, stand on a line directly opposite the start and approximately ten fet from the competitors.
   m. In races where competitors start on a staggered start or uneven line, stand so that the position of each runner may be clearly seen. Stand in such a position that both timers and judges may have a clear view of the gun, no matter which side of the track you are on.

SAMPLE OF CHIEF FINISH JUDGE AND CHIEF TIMER'S REPORT

MEET..... DATE..... EVENT.....

HEAT..... 1st, 2nd, 3rd, Final

TRACK EVENTS

DASHES • HURDLES • RELAYS • MIDDLE DISTANCE • DISTANCE RUNS

Chief Finish Judge..... Chief Timekeeper.....

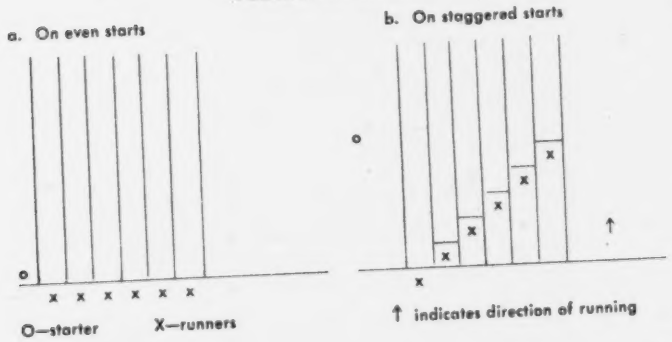
LANE NUMBER	COMPETITOR	TIME sec. tenth	PLACE

Chief Finish Judge and Chief Timer sign and return card to Scorer.

NOTE: Final heat cards could be of a different color from the other heats.

n. When cutting in is allowed, the starter shall inform the contestants where and when they may cut to the inside lane after completing the first turn.

POSITION OF STARTER



o. Use a starting gun not less than .32 caliber with power giving a distinct flash, and hold the gun in such a manner as to provide a background against which the flash is clearly discernible.

p. Always have at least two shells in gun before starting any race. Be sure to look over the pistol before using it and make sure it is not loaded with live ammunition.

q. Have an assistant starter to help watch for anyone over the line. (The assistant starter should have a whistle or extra gun to recall runners in the event that the starter's gun fails.)

4. Chief Finish Judge

a. Assign finish places to all judges.

b. Have one or two assistants help with the duties and carry messages, such as the finish cards to the scorer.

c. See that the finish string is ready and that someone has been appointed to hold it if there are no posts available.

d. When the starter blows her whistle and raises her gun, check to see that all of the judges are ready and report to the chief timekeeper that all judges are ready.

e. Note the finish of each competitor in order to issue a decision in case of a disagreement between judges. If there is a tie in any heat which affects qualification for the next

semifinals or finals, the tying competitors shall both qualify if lanes or positions are available. If not, the tying competitors shall compete again for the available lane or position.

f. In the event that a competitor should be overlooked by all the judges, i.e., if she did finish in a placing position but was not picked by the place judges, the chief judge may place the girl so overlooked in the position in which *she saw* her finish. The chief judge may so act only if the problem cannot be solved by the judges in the manner prescribed above. If the chief judge cannot make a decision, she should confer only with the track referee.

g. Provisions should be made for the taking of official pictures of finishes in championship meets, and such pictures shall be taken from a point on the finish line extended which adequately shows the finish of each contest; then the decision of the judges of the finish shall be subject to review and revision or affirmation by the referee, who shall be guided by the evidence of such pictures.

h. Make arrangements to place the judges of the finish and the timers on elevated stands at a minimum distance of 16 feet from the edge of the track.

i. The Chief finish judge shall instruct the finish judges to watch the race until the competitors are within ten yards of the finish line, and then concentrate on the finish line.

j. At the conclusion of each race, the chief finish judge will write on the heat card received from the clerk of course, the places of the competitors as indicated to her by the judges. She will sign the card and hand it to the chief timekeeper.

5. **Finish Judge**

a. Whenever possible, stand on the side of the track directly opposite the finish line, preferably on an elevated platform, in order to have an unobstructed view of the finish line.

b. At least two judges shall be assigned to each place to be picked and should serve at opposite sides of the track.

c. As the runners approach the finish, focus eyes on the finish line; do not watch the progress of the race. If picking third place, it helps to count mentally while focusing on the finish line. Look straight across and count "one, two, three" as the runners cross the finish line.

d. Pick the competitor at the moment any part of the body (i.e., torso, including neck—as distinguished from the head,

arms, legs, or feet) reaches the nearest edge of the finish line.

e. At the finish of each race, immediately notify the chief finish judge of your decision.

f. There shall be no discussion with other judges about the outcome of race until after chief finish judge has been notified.

6. Chief Timekeeper

a. Obtain from the track referee a list of meet, American and world records.

b. Have one or more heat assistants help with the duties and carry messages, such as heat cards to the scorer's table.

c. Be sure all watches are numbered and that the name of the person using each watch is recorded with the number.

d. See that watches are synchronized before being assigned to timekeepers. Test them by touching the stems of two watches together to start and stop them, to see if they are running in time with each other. All watches should be checked this way. The watches that run closest together should be assigned first and second place.

e. Assign place finishes to all timekeepers.

f. When the starter blows her whistle and raises her gun, check to see that all timekeepers and finish judges are ready, and signal back to the starter that all are ready. Also call out, "Gun is up."

g. Be in such a position as to time first place and more places if possible. In a case where the watches fail to catch a time for a place, no time shall be recorded for that place.

h. Check each watch as the time is given by the timekeeper, record the times of the contestants and hand the card to the scorer. (See card on page 110).

i. Rule on the official time as follows:

(1) If there are three watches on one place and all three watches show different times, the chief timekeeper will consider the middle time as official (not the average of the three).

(2) If two of the three watches are the same and one is different, the time in which two are identical will be official.

(3) If there are only two watches on a place with each showing a different time, the slower of the two shall be considered official time.

j. In the case of a second place time being faster than the first place time, consider the second place time to be wrong and adjust the time accordingly. If a decision

cannot be made, the chief timekeeper shall confer with the track referee.

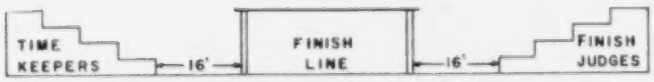
k. After all the times have been duly inspected, order all watches cleared and made ready for the next race.

7. **Timekeepers**

a. Check the watch before the start of the meet with the chief timekeeper and become familiar with the type of watch. Check periodically to make sure the watch is properly wound during the progress of the meet.

b. Start watch exactly with the flash of the gun and stop watch at the moment when any part of the competitor's body (torso, including neck—as distinguished from the head, arms, legs, or feet) reaches the nearest edge of the finish line.

c. There should be no discussion with the other timekeepers about the times of the runner in the event.



Elevated stand for timekeepers and finish judges.

d. Use good timing techniques.

(1) Hold the watch lightly in the right hand with the index finger on the stem. The index finger must be given full freedom to move.

(2) Practice starting and stopping the watch until you get the feel of the action of the stem. When preparing to time, take up the slack (extra movement) in the stem by pressing it until the slightest extra movement will start the watch.

(3) Squeeze the stem slowly, as you would the trigger of a gun; only the index finger moves.

(4) The time is taken from the flash of the pistol to the moment that any part of the body (torso) of the competitor reaches the nearest edge of the finish line.

(5) If the hand of the watch stops between the two lines indicating the time, the nearest slowest tenth shall be accepted (i.e., 12.1+ shall be 12.2).

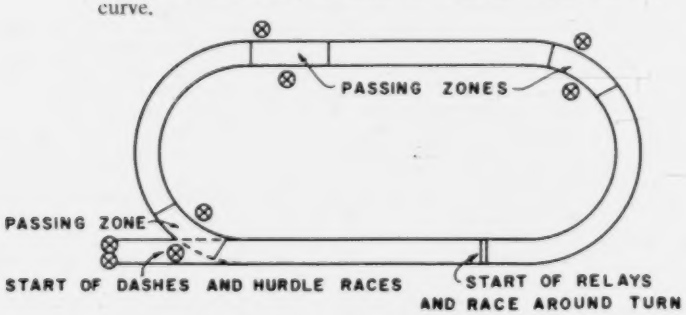
(6) For races of one mile or less, the timing shall be to 1/10 second.

(7) The timekeepers should be placed at least 16 feet from and in line with the finish. In order that they have a

good view of the finish line, an elevated stand should be provided whenever practical.

e. Wait until chief timekeeper gives instructions before clearing watch.
f. Return the watch to the chief timekeeper and make sure your name is checked off at the end of the running events.

8. Inspectors
   a. There should be at least six track inspectors, one of whom is designated as the head inspector.
   b. Inspectors have no right or authority to make decisions but must report all infractions or irregularities of the rules to head inspector immediately after the race. The head inspector will report directly to the track referee. When all the facts concerning any infractions have been viewed, the referee decides if there has been a violation of the rules.
   c. In hurdle races and dashes, two inspectors should stand behind the starting line. The others are stationed at intervals along the track.
   d. In races where each competitor runs in a lane and must round a curve, it is the duty of the inspector, stationed on the curve, to see that each competitor stays in her lane and makes no foul.
   e. For races in lanes around turns, an inspector should be assigned two lanes for the entire turn with the responsibility for seeing whether or not the runners remain in their respective lanes.
   f. Four inspectors should be used when the 440, 880, and/or the mile is being run. The inspectors watch for a runner cutting in too close in front of another runner on the curve.



Suggested placement of inspectors.
X — inspectors

g. In relay races, inspectors should be placed to cover each passing zone and she must be sure the baton is passed within the passing zone.
h. Inspectors must watch to see that a competitor who has finished her baton pass does not interfere with the baton passing of the runners on competing teams.

Procedures for Field Officials:

1. Field Referee
   a. Be in charge of all field events and responsible for the proper carrying out of the field event program.
   b. Inspect all throwing areas to determine if sectors and scratch lines are clearly marked.
   c. Inspect jumping pits, runways, and crossbars for jumping events.
   d. Make certain that equipment for all field events is available.
   e. Inspect equipment to make sure it is of official standard size and weight. (May need a weighing device.)
   f. Rule on use of contestant's personal equipment (shot, discus, or javelin). Any such implement which is ruled official may be used by any contestant if so desired.
   g. Make certain there are sufficient judges and assistants for all field events.
   h. Make sure all field judges and assistants know and understand their duties, methods of measuring, and what constitutes a foul in that event.
   i. Obtain the list of contestants for field events from the meet director and determine the order of competition and number of finalists before the day of the meet. When completed, turn over to head field judge in charge of each event. The order of competition is usually determined by the number of participants, time for events, amount of equipment, and number of assistants available. Possible methods of conducting competition are as follows:
      (1) Contestants each have one trial in first round . . . One in second, etc.
      (2) Contestants could have two successive trials in first round and one in second round.
      (3) Contestants could be divided into flights. All those in one flight complete all preliminary throws or jumps. Next flight does the same.

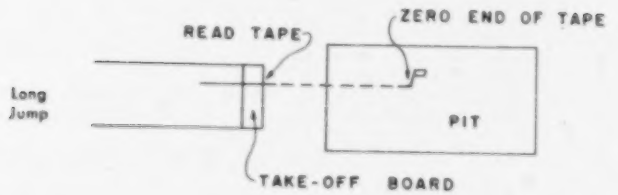
      (The above methods more commonly pertain to throwing events.)
   j. See that field events start on time.

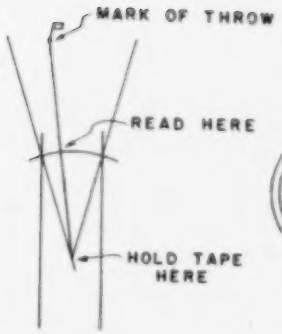
k. Rule on all questions pertaining to field events.
l. After the meet is finished, inspect, approve, and sign the scorer's records.

2. **Head Field Judge of Each Event**
   a. If the order of competition has not been decided in advance, supervise the drawing of lots by using one of the following: cue balls, paper, straws, etc.
   b. See that the necessary equipment is available (implements, measuring instruments, markers, rakes, crossbars, powdered resin for take-off board). Each judge inspects her own area; inspecting runways, jumping pits, and throwing areas.
   c. Instruct field judges and assistants as to their duties, methods of measuring, what constitutes a foul, etc.
   d. Refer anyone wishing to use her own implement (javelin, shot, discus) to field referee.
   e. Advise contestants as to runways, sectors, and scratch lines; order of competition; number to qualify for finals; etc.
   f. Make sure contestants who are competing in other events understand that they are to report back to head field judge when they have finished participating in the other event, or after each trial flight or round if it is another field event. Running events take precedence over field events.
   g. Instruct contestants to be ready to perform as soon as the contestant preceding them has finished her trial.
   h. In the high jump, announce the starting height and the subsequent heights to which the bar will be raised at the end of each round.
   i. Call off names of contestants in order of competition as follows: "Brown up; Smith on deck; Jones in the hold."
   j. Call fouls the instant they occur by calling out "Foul."
   k. In the long jump and throwing events, record a throw or jump on which a foul occurs as a trial or throw, but do not count the distance.
   l. To watch for fouls, stand in the following positions:
      (1) In the shot put, discus, and standing broad jump–to the side of the performer.
      (2) In the running broad jump–beside the take-off boards; focus eyes on feet of jumper.
      (3) In the javelin, basketball and softball throws–at the scratch line of arc.
      (4) In the high jump–beside one of the jumping standards.
   m. In the high jump, announce misses in this way: "First miss, second miss, final miss."

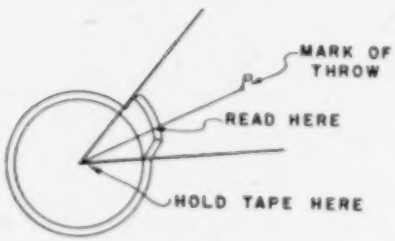
n. In the high jump, record misses at each height.
o. Read and record measurements.
p. Record distances under 100 feet to nearest quarter inch and, if over 100 feet to nearest half inch below distance covered. (Ignore fractions less than a quarter and a half inch.)
q. After jumps, signal to assistants to rake the pit and when pit is in order, announce the next contestant. In the high jump, wait until bar is replaced and make sure that the bar is still, not shaking in the wind.
r. Measurements for shot put and long jump shall be made immediately after each throw or jump.
s. Use the following measuring techniques:
   (1) Measurements of shot put and discus throw: Measurements shall be made from nearest mark made by fall of implement to inside edge of circle circumference along a line from mark of implement to center of circle. Zero end of tape should be held at mark of implement. Measurement may be found by moving the tape through an arc along inside edge of circle until the shortest distance is found.
   (2) Measurement of basketball, softball, and javelin throws (when javelin is thrown from a scratch line) shall be made from nearest mark made by implement to inside edge of scratch line at the center of the scratch line. Zero end of tape should be held at mark of implement.
   (3) Measurement of javelin, basketball and softball throws where scratch line arc is used, shall be taken at the inner edge of the circumference of the arc. Such measurement shall be made on a line from the nearest mark made by the point of the javelin to the center of the circle of which the arc is a part. Zero end of tape should be at mark of implement.
   (4) Measurement of long jump is made from nearest mark in pit made by any part of body or limbs to edge of take-off board nearest the pit. (Zero end of tape should be held at break in pit—use knife or pencil through metal loop of tape.) Tape must be stretched at right angles to take-off board or its extension.
   (5) Measurement in the high jump shall be made in a perpendicular line from the lowest point on the top side of the crossbar to a point on the same level as the take-off. Measurement of height of crossbar shall be made each time the bar is raised to a new height.

CHARTS FOR MEASURING FIELD EVENTS

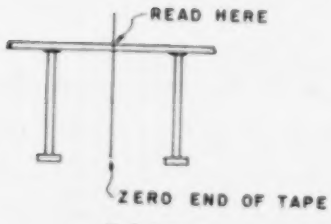




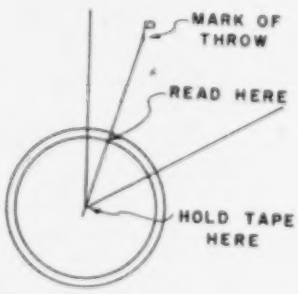
Javelin



Shot Put



High Jump



Discus

t. Determine who shall throw in the finals. (Select one more than there are places awarded.)
u. Determine the order of competition in the finals. This is done in reverse order of performance in the preliminaries; i.e., the one with the best throw in the preliminaries should be the last to throw in the finals.
v. Send names of those who qualify for finals to scorer. Results should be announced and contestants informed as to those who qualified for finals.
w. Credit each competitor with the best of all her preliminary and final trials.
x. After finals are completed, determine how contestants finished, sign event sheets, and send final results to scorer.
y. See that field judges or assistants collect and return equipment to custodian.

3. Field Judge

a. In the throws, keep an eye on the implement and immediately mark the spot where it first touched the ground. Do not retrieve the implement until the throw has been properly marked.
b. With the exception of the shot put, markers should be identified with the contestant. (Example: No. 1 uses sticks marked with figure 1, No. 2 uses sticks marked with figure 2, etc., or each competitor can use the number on her uniform.)
c. In marking of throws, if a second throw is obviously greater than the first throw, the first marker may be taken up. Should a girl's second throw be obviously less than her first throw, the second throw need not be marked. If there is a question, place a marker for each throw.
d. Measure distances after all preliminary throws are completed.
e. Remove markers after measurements of preliminary throws.
f. See that implements are returned to throwing area at proper time (not when a contestant is throwing).
g. Measure long jumps and shot puts distances immediately after each trial.
h. All measurements of height and distances should be made with a steel tape graduated in quarter inches.
i. In the high jump, replace crossbar with same surface uppermost and same surface to the front each time.
j. In the high jump, raise bar when necessary, as indicated by head field judge.

k. Have assistants to help carry out duties (retrieving implements, carrying messages, replacing crossbar, raking jumping pits, measuring, marking throws).
l. See that rakes are not where contestants might land on them. Do not rake pit when contestant is making her approach.
m. In jumps, stand back away from the runway, jumping pit, and/or jumping standards so you do not distract the contestant.
n. Collect the equipment at the end of preliminaries or finals and return it to the custodian of equipment.

SAMPLE TEAM SCORESHEET

EVENTS

TEAMS	50-yd. dash	100-yd. dash	50-yd. hurdles	440-yd. run	300-yd. relay	440-yd. relay	High jump	Running long jump	Baseball throw	Shot put			Total score	Place

SCORING SYSTEM_____

SCORER_____

MEET_____

DATE_____

PLACE_____

SAMPLE FIELD EVENT SHEET • TRACK AND FIELD

MEET _____

DATE _____

PLACE _____

HIGH JUMP

COMPETITORS	ORGANIZATION	HEIGHT OF BAR											BEST PERFORMANCE	PLACE
		3'6"	3'8"	3'10"	4'	4'2"	4'3"	4'4"	4'5"	4'6"	4'7"	4'8"		

PLACE WINNERS		HT.

HEAD FIELD JUDGE _____

FIELD REFEREE _____

OFFICIAL SCORER _____

SAMPLE FIELD EVENT SHEET • TRACK AND FIELD

MEET _____
DATE _____
PLACE _____

HIGH JUMP

COMPETITORS	ORGANIZATION	HEIGHT OF BAR										BEST PERFORMANCE	PLACE
		3'6"	3'8"	3'10"	4'	4'2"	4'3"	4'4"	4'5"	4'6"	4'7"	4'8"	

PLACE WINNERS		HT.

HEAD FIELD JUDGE _____
FIELD REFEREE _____
OFFICIAL SCORER _____

SAMPLE TRACK EVENT SHEET

EVENT_____ DATE_____

PLACE_____

	1st Place	2nd Place	3rd Place	4th Place	5th Place	6th Place	Time
HEAT #1							
HEAT #2							
HEAT #3							
HEAT #4							
SEMIFINALS #1							
SEMIFINALS #2							
FINALS							

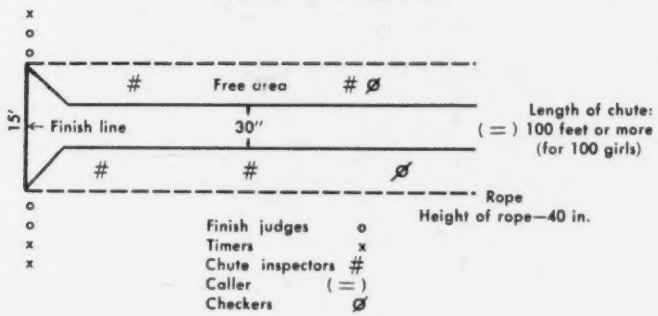
SCORER_____

TRACK REFEREE_____

NOTE: THREE FASTEST FROM EACH HEAT QUALIFIED FOR SEMIFINALS. THREE FASTEST FROM EACH SEMIFINAL HEAT QUALIFIED FOR FINALS.

TECHNIQUES OF CROSS-COUNTRY OFFICIATING

DIAGRAM OF SINGLE CHUTE



Suggested Officials for a Cross-Country Meet

The number of officials necessary to conduct a meet varies. Dual meets will not require as many officials as larger meets.

Meet director	1 doctor
1 referee	3 timers
1 starter	1 surveyor
4 finish judges	4-6 course inspectors
1 clerk of course	2-4 chute inspectors
1 marshal	1 caller
1 scorer	2 checkers
1 announcer	

TECHNIQUES OF OFFICIATING

The following techniques should be studied by officials for the efficient execution of their jobs.

Duties of the following officials are omitted from this section. (See Techniques of Officiating beginning on page 103.)

Meet director	Announcer
Referee	Doctor
Clerk of course	Timers
Marshal	Surveyor

Starter

Duties of the starter are the same as listed in techniques of officiating under "Starter," page 109, with the following exception:

The starting command shall be: "On your mark," and firing of the gun or another signal.

Finish Judges

The finish judges stand outside the chute and on the finish line, and determine the order in which runners enter the chute. Their decision is final.

Course Inspectors

The course inspectors observe the activity of the runners. If any runner fails to run the proper course or otherwise violates the contest rules, the inspectors report the infraction to the referee.

Chute Inspectors

The chute inspectors supervise the runner after they enter the chute and see that they are properly checked to prevent any irregularity in the order of finish. They see that any runner who crosses the finish line is given her proper order as the contestants go through the chute. Some officials instruct contestants in the chute to place a hand on the shoulder of the one in front of her to prevent gaps in the line.

Caller

The caller calls the number of each contestant in the order of her proper place in the chute.

Checker

The checkers hand a numbered card indicating the order of finish as announced by the caller, to each competitor as she leaves the chute.

Scorer

1. Have charge of all completed timers' finish slips and place the results upon a master sheet.
2. Receive from each contestant that finished the race a numbered card which indicates the order of finish.
3. Allot points for places won to teams which are entered, in order that the team trophy may be awarded.
4. See that the announcer gets final results.
5. All scorer's records must be checked, approved, and signed by the referee.
6. Turn over all completed records to the meet director.

SUGGESTIONS FOR CONDUCTING TRACK AND FIELD MEETS

The following items are not rules, but are offered here as suggestions for organizing competitive events.

1. 18" hurdles may be used for elementary schools.
2. When planning a dual meet plan to include at least one jumping, one throwing, two running, and one relay event.
3. Do not have more than six relay teams run at one time.
4. Novelty events may be included in a meet in addition to the official events.
5. Records will be considered for publication if the only rule not adhered to is the use of an anemometer in Rule 9.
6. Every precaution should be taken to insure discretion in the types and styles of uniforms worn for competition.

SUMMARY OF RULE CHANGES 1972-1974

The 1970-72 DGWS Track and Field Committee is pleased to announce the following changes in the rules.

The rules have been renumbered with appropriate sections under each rule. New additions to the rules are indicated with an asterisk (*). Clarifications in rules are indicated with a dagger (†). A summary of the changes is listed below.

Rule 1, Sections 1 & 2, allows the addition of these events: 220-yard dash, 440-yard dash, and mile cross country for elementary; 1½-mile cross country for junior high; 2-mile cross country and 200-meter hurdles for high school; and 60-yard (indoor), 50-yard hurdles (indoor), and 2½-mile cross country for college.

The standing long jump is deleted in the college group.

Rule 2, Section 1,i, allows a girl to enter three track events, but limits the distance to two races of 440 yards or longer.

Rule 2, Section 1,j, limits junior high girls to two races of 440 yards, or one of 880 yards, but not both; she may run in an additional shorter race.

Rule 2, Section 1,k, limits elementary school girls to three events per meet.

Rule 2, Section 2,1, makes the common start for races run around the curve mandatory, as indicated by the diagram. Also indicates the finish lines.

Rule 3, Section 3,a, clarifies that the feet of both passer and receiver must be within the passing zone during the relay exchange.

Rule 3, Section 1,f,g, indicates that races run around the curve must start with staggered starts, unless 880 yards or longer, when a scratch start may be used.

Rule 3, Section 2,d, identifies the heights and distances of hurdles.

Rule 3, Section 2,f, makes it mandatory that the 200-meter hurdles be run around one turn.

Rule 3, Section 2,g, indicates that runners in all hurdle races must run in lanes.

Rule 3, Section 3,h, lists the order of the 880-yard medley relay.

Rule 4, Section 1,e, makes it a foul to land outside the pit in the long jump.

Rule 4, Section 2,a, deletes the use of the beat board in the standing long jump and clarifies that the event is both indoor and outdoor.

Rule 4, Section 3,p, clarifies that in a tie in the high jump, the tie breaker points are to be followed at each tie until they no longer apply.

Rule 4, Section 7,d, allows the use of the javelin throwing area for the basketball and softball throws.

Rule 5, Section 3, clarifies that a girl may compete in either the track meet or the pentathlon events when the two are held together, but not in both.

Rule 7, Section 1,c, changes lane assignments to be by chance for races around the curve.

Rule 8, specifies that with the removal of cross country to a separate heading, records becomes Rule 8.

OFFICIAL TRACK AND FIELD RULES FOR GIRLS AND WOMEN

RULE 1. TRACK AND FIELD EVENTS

SECTION 1. Track events at all official track meets for girls and women may include any of the following:

RUNNING

Elementary (Grades 4-6)	*Junior High* (Grades 7-9)	Senior High (Grades 10-12)	*College* (and Open)
50-Yard Dash	50-Yard Dash	50-Yard Dash	*60-Yard Dash (indoor)
75-Yard Dash	100-Yard Dash	100-Yard Dash	100-Yard Dash
100-Yard Dash	220-Yard Dash	220-Yard Dash	220-Yard Dash
*220-Yard Dash	440-Yard Dash	440-Yard Dash	440-Yard Dash
*440-Yard Dash	880-Yard Dash	880-Yard Dash	880-Yard Dash
*1-Mile Cross Country	1-Mile Cross Country	1500-Meter Run (or 1 mile)	1500-Meter Run (or 1 mile)
	*1½-Mile Cross Country	1½-Mile Cross Country	2-Mile Cross Country
		*2-Mile Cross Country	*2½-Mile Cross Country

PURSUIT AND SHUTTLE RELAYS

220-Yard Pursuit	220-Yard Pursuit	440-Yard Pursuit (4 x 110)	440-Yard Pursuit (4 x 110)
220-Yard Shuttle	440-Yard Pursuit (4 x 110)	880-Yard Pursuit (4 x 220)	880-Yard Pursuit (4 x 220)
440-Yard Pursuit (4 x 110)	880-Yard Pursuit (4 x 220)	880-Yard Medley Pursuit (220-110-110-440)	880-Yard Medley Pursuit (220-110-110-440)
	880-Yard Medley (220-110-110-440)	1-Mile Relay	1 Mile Relay

HURDLES

50-Yard 2'6"	50-Yard 2'6"	50-Yard 2'6"	*50-Yard 2'9" (indoor)
	80-Yard 2'6"	80-Yard 2'6"	80-Yard 2'6"
		100-Meter 2'9"	100-Meter 2.9"
		*200-Meter 2'6"	200-Meter 2'6"

SECTION 2. Field events at all official track and field meets for girls and women may include any of the following:

Elementary (Grades 4-6)	*Junior High* (Grades 7-9)	*Senior High* (Grades 10-12)	*College* (and Open)
Shot Put (6 lbs.)	Shot Put (8 lbs.)	Shot Put (8 lbs.)	Shot Put (4 kilo–8 lbs. 13 oz.)

* New Event

Throws: Basketball Softball Long Jumps: Standing Running Running High Jump	Throws: Basketball Softball Long Jumps: Standing Running Running High Jump	Throws: Basketball Softball Discus Javelin Long Jumps: Standing Running Running High Jump	Throws: Basketball Softball Discus Javelin Long Jumps: Running Running High Jump

SECTION 3. The pentathlon may be included in an official track and field meet for girls and women.

a. The pentathlon for junior high (grades 7-9) shall include the following events:

50-yard hurdles
6 lb. shot put
High jump
Running long jump
200-meter dash

b. The pentathlon for high school (grades 10-12) and college and open shall include the following events:

100-meter hurdles
4-kilo shot put
High jump
Running long jump
200-meter dash

RULE 2. MEET ORGANIZATION

SECTION 1. GENERAL RULES.

a. The Meet Director shall determine the events and the number of entries that she deems appropriate for conducting an organized meet.
b. Upon arrival at the place of the meet, each competitor must register. If a number is provided, it must be worn on the back of the blouse.
c. Each contestant shall inform herself of the starting time of each event in which she is entered and shall report to the official at the starting point promptly after the event has been called.
d. Any competitor who refuses to obey the directions of the referee or any other official, or who conducts herself in a manner unbecoming a lady or offensive to the officials, spectators, or other competitors, can be disqualified from any event by the track or field referee.

e. The order of events as published in the official program shall not be changed, nor shall the announced arrangements of heats or events be added to, or altered, except by the track or field referee.

f. If the competition cannot be conducted or completed in a satisfactory manner and in fairness to the competitors, the track or field referee shall have the power to call off or postpone to a future date any event, even though the event has been started.

g. An event that has been started but not satisfactorily completed shall be conducted between the original competitors at a future date in the same manner as if it had never been started.

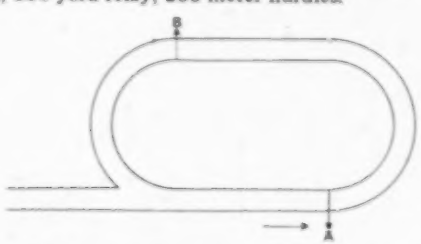
h. No official records for an event may be claimed unless all official standards for that event have been met. All records must be made in competition.

*i. In any competition, excluding the pentathlon, a girl may enter a maximum of four events per meet. If four events are entered, the competitor may enter no more than three track events or three field events, provided that no more than two of these events are 440 yards or longer.

*j. A junior high girl may compete in two races of 440 yards, including the relay leg, or one race of 880 yards, but may not compete in both a 440-yard race and an 880-yard run.

*k. Elementary school girls are limited to three events per meet.

*l. The following races shall start on a common starting line as indicated by the diagram: 440-yard dash, 440-yard relay, 880-yard run, 880-yard relay, 1 mile run and 1 mile relay. These races shall begin on a common starting line: 220-yard dash, 220-yard relay, 200-meter hurdles.



A- Start and finish: 440-yard dash, 440-yard relay, 880-yard run, 880-yard relay, 1 mile run, 1 mile relay
Finish: 220-yard dash, 220-yard relay, 200-meter hurdles (approximate)

B- Start: 220-yard dash, 220-yard relay, 200-meter hurdles

RULE 3. RUNNING EVENTS

SECTION 1. DASHES AND RUNS.

a. The direction of running shall be counterclockwise.

b. A competitor must start with hands and feet behind the starting line, toes in contact with the ground.

c. A runner shall be placed at the finish in the order in which any part of the torso reaches the finish line. A runner or hurdler who falls at the finish is not considered to have finished the race unless the entire body has crossed the finish line.

d. Any competitor making two false starts shall be disqualified from that particular event. A false start shall be called if a competitor leaves the mark with hand or foot, or if she is in motion after the "set" before the shot is fired.

†e. Each contestant shall stay in her respective lane from start to finish in all of the following races: 50-yard dash, 60-yard dash, 75-yard dash, 100-yard dash, 220-yard dash, 220-yard relay, 440-yard dash, 440-yard relay, plus all hurdle races.

*f. In races which include at least one turn, the starting line must be staggered by measurement for each lane to compensate for varying distances of those lanes around the curve. (See Chart, pg. 111).

*g. In races of 880-yards or longer, a scratch start line may be used.

†h. In races where a runner is permitted to cut in, she may cut as soon as it is allowed unless she is within two running strides ahead of another runner.

†i. Cutting in is permitted in the 880-yard run, 1500-meter run, and 1 mile run. When a one turn staggered start is used, runners may not cut in until the first turn is finished. In races where a scratch start is used, runner may cut in as soon as possible.

j. A runner may not jostle, or in any manner force a following runner to change her course. She may not obstruct another runner so as to impede her progress. She may not compete to lose or to coach another runner. The penalty for the aforementioned shall be disqualification.

k. If a claim of foul or interference is made in any preliminary, semifinal or final race, the track referee shall have the power to disqualify the competitor who was at fault. If she considers the foul intentional or due to culpable carelessness, the track referee shall also have the power to order a new race between those competitors whom she deems entitled to such privilege.

l. Any runner who, in the progress of a race, steps out of her lane, off the track, or upon the inner border thereof is subject to disqualification if, in the judgment of the track referee, the competitor by such action has interfered with the conduct of the race or has gained an advantage thereby.

m. No competitor, after leaving the track, shall be permitted to rejoin a race.

n. Any runner who, in the opinion of the track referee, has in any material way been aided by a coach, teammate, or anyone else during competition shall be disqualified.

o. It shall be permissible in races of 880 yards or more for an official timer to call out lap times.

SECTION 2. HURDLE EVENTS.

a. A hurdle shall be made of wood or metal, and shall consist of two bases and two uprights supporting a rectangular frame reinforced by one or more crossbars, the uprights being fixed at the extreme ends of the base. The hurdle may be adjustable in height, but shall be rigidly fastened at the required height for each event. The hurdle shall be designed so that (irrespective of its height) a force of at least 8 pounds and not more than 8 pounds 13 ounces applied to the center of the top edge of the (top) crossbar is required to overturn it. Adjustable counterweights shall be placed at the ends of the bases farthest from the uprights, so that at each height a force of at least 8 pounds 13 ounces is required to overturn the hurdle.

b. The measurements of a hurdle shall be the minimum width of 3 feet 6 inches, the extreme base length of 2 feet 3½ inches. The top bar shall be 2¾ inches wide and shall be striped in black and white.

c. The hurdles shall be so placed on the track that the feet of the hurdles shall be on the side of the approach of the competitor.

*d. Recognized distances and heights for hurdles races shall be as follows:

Distance of race	Number of Hurdles	Distances from start to first hurdle	Distance between hurdles	Distance from last hurdle to finish
50 yards	4	39 ft. 4½ in.	26 ft. 3 in.	31 ft. 10½ in.
80 yards	7	42 ft. 7¾ in.	27 ft. 10½ in.	30 ft. 1¼ in.
200 meters	10	52 ft. 6 in.	62 ft. 4 in.	42 ft. 7¾ in.
(ALL HURDLE HEIGHTS FOR THE ABOVE RACES SHALL BE 2 ft. 6 in.).				
50 yards (indoor)	4	42 ft. 7¾ in.	27 ft. 10½ in.	23 ft. 8¾ in.
100 meters	10	42 ft. 7¾ in.	27 ft. 10½ in.	34 ft. 5½ in.
(ALL HURDLE HEIGHTS FOR THE ABOVE SHALL BE 2 ft. 9 in.)				

*e. The height of hurdles shall be either 2 ft. 6 in. or 2 ft. 9 in. as indicated by the above table. Elementary school girls in regular class activities may use 18-inch hurdles.

*f. The 200-meter hurdles shall be run around one turn.

*g. Runners shall stay in their respective lanes for all hurdle races.

h. A competitor who runs around or carries her leg or foot alongside any hurdle shall be disqualified.

i. A competitor is not disqualified if she knocks down any hurdle, nor does it prohibit her from claiming a record.

j. All rules listed under Section 1, "Dashes and Runs," also apply to hurdle events.

SECTION 3. PURSUIT RELAYS.

†a. In pursuit relays, a line shall be drawn parallel to and 11 yards from each side of the starting line of each relay leg (at each quarter mark). This 22-yard space shall be called the passing zone. Each runner must pass the baton to the succeeding runner within this passing zone. The feet of both runners must be within the passing zone.

b. In pursuit relay races up through 880 yards or 800 meters, members of the relay team or other than the first runner may take a position on the track and commence running not more than 11 yards outside the passing zone, BUT the baton must be passed only within the passing zone. The extended area shall be referred to as the "International Zone" and shall be indicated by a broken line of a different color.

c. The baton is a tube-like object made of wood, metal, or paper, which is passed from one runner to another in a relay race. The length shall not be more than 11.8 inches (300 mm.) or less than 11 inches; the circumference shall not be more than 4.7 inches (120 mm.) or less than 4 inches; the weight shall not be more than 1.76 ounces (50 gm.) If the baton is taped it must conform to these specifications.

d. In relays without marked lines, receivers shall line up in the same relative position to each other as their incoming teammates hold relative to each other; the leaders will pass in the first lane, the second place holders in the second lane, etc. When no interference is possible, receivers may move to the pole lane.

e. The baton must be passed by a competitor and received by the runner succeeding her. The baton must be carried in the hand throughout the entire distance of the race. If it is dropped during the exchange, the passer must pick up the baton. If it is dropped after the exchange has been completed or outside the passing zone, the runner who dropped it must pick up the baton. Violation of any of these rules shall disqualify the team.

f. The fourth runner in the 880-yard medley relay and the third runner in the 880-yard pursuit relay may cut for the inside lane as soon as the baton is received, provided the runner is two running strides ahead.

g. No competitor may run more than one leg of a relay.

*h. The 880-yard medley relay shall be run in the following order: 220, 110, 110, 440.

i. After a relay team has competed in the preliminary heats, its composition may not be changed for any subsequent heat or final race except in the case of injury to, or illness of, an original member of the team. Such injury or illness must be certified by the meet physician to be such as to make it unwise for the competitor to run. In such instance, the track referee may permit a substitute for the injured or ill runner. Only one such substitution may be made for any one team.

j. The order of running may be changed between the trial heat and succeeding heats or final race except in medley relay races.

k. Relay teams must draw for position in the trial heats.

l. Eight contestants may be named for each relay team. The team (four) to start must be selected from these eight.

m. All rules listed under Section 1, "Dashes and Runs," also apply to pursuit relays.

SECTION 4. SHUTTLE RELAYS.

a. A competitor, with hands and feet behind the restraining line, shall be touched on the right shoulder. She may be in an upright position or in a crouch position at the time of being tagged. If the hands or feet of the runner's body are over the restraining line before she has been tagged, the team shall be disqualified.
b. All rules listed under Section 1, "Dashes and Runs," also apply to shuttle relays.

RULE 4. FIELD EVENTS

SECTION 1. RUNNING LONG JUMP.

a. The length of the runway is unlimited.
b. The landing pit for the running long jump shall have a minimum length of 15 feet and a minimum width of 9 feet. It shall be filled with sand, sawdust, or other soft material which shall have an elevation equal to that of the takeoff board.
c. The takeoff board shall be at least 4 feet long and 8 inches wide. It should be painted white and set flush with the ground.
d. If any competitor in the process of jumping touches the ground beyond the scratch line (takeoff board), the jump shall not be measured. It shall be counted against the competitor as one jump.
*e. The competitor must land within the jumping pit in order for her jump to be measured. A jump outside the pit is a foul and is not to be measured, but counts as one jump.
f. The measurement of the jump shall be made at right angles from the nearest mark in the ground (made by any part of the body of the competitor) to the scratch line (takeoff board) or scratch line extended..
g. Each competitor shall be allowed three jumps, and the seven best competitors shall be allowed three more jumps. Each competitor shall be credited with the best of all her jumps. (Common practice is to qualify one more finalist than there are places to be awarded; if three awards are given, four qualify for the finals.)

SECTION 2. STANDING LONG JUMP.

*a. The standing long jump may be executed from the floor using a scratch line or from the ground using a scratch line or board which is sunk flush with the ground. Common practice

indoors, for safety purposes, is to have the competitor jump onto mats.

†b. A competitor may rock forward and backward, lifting heels and toes alternately from the surface, but she may not lift either foot completely from the ground (floor) nor slide it along in any direction on the ground (floor).

c. The feet of the competitor may be placed in any position, but shall leave the floor simultaneously in making an attempt to jump. If the feet are lifted from the ground twice, or two springs are made in the attempt, the jump counts without result.

d. If any competitor, in the process of jumping, touches the floor beyond the scratch line or beatboard with any part of her body, such jump shall not be measured, but shall count as a jump.

e. The measurement of the jump shall be made at right angles from the nearest mark on the floor or mats, made by any part of the body of the competitor, to the scratch line or front line of the beatboard extended at right angles.

f. Each competitor shall be allowed three jumps, and the seven best competitors shall be allowed three more jumps. Each competitor shall be credited with the best of all her jumps. (Common practice is to qualify one more finalist than there are places to be awarded; if three awards are given, four qualify for the finals.)

SECTION 3. RUNNING HIGH JUMP.

a. The minimum dimension of the high jump pit shall be 16 feet 4 inches in length and 13 feet 1½ inches in width. It should be filled with sawdust, shavings, or other suitable material. It should not be built up more than 28 inches nor less than 12 inches above takeoff.

b. Standards or uprights for the high jump must be rigid. They shall be placed not less than 12 feet nor more than 13 feet apart.

c. The crossbar shall be a single bar of wood, metal, fiberglass, bamboo, or other resilient material. It shall be not more than 13 feet 1½ inches long.

d. The length of the runway, shall be unlimited and, where conditions permit, shall be not less than 59 feet.

e. The height of the crossbar at starting and at each successive elevation shall be determined by the judges in charge of the running high jump event.

f. The competitor may place marks in the runway to assist her in the runup and takeoff. She may also place a mark on the crossbar for sighting purposes.

g. A competitor may, at her discretion, commence jumping at the starting height or at any subsequent height. She may pass a jump at any height and it will not be counted as a trial. Three consecutive failures, regardless of the height or heights at which such failures occur, disqualify her from further jumping.

h. If a competitor leaves this event to compete in another and fails to return before all other competitors have finished jumping at one height, the bar will be raised and her absence recorded as a pass.

i. After all other competitors have failed, a competitor is entitled to continue jumping until she has forfeited her right to compete further.

j. The field judge may permit a contestant who reports after the competition has begun to start at the height of the bar at the time of her arrival. The bar will not be lowered for any contestants reporting late.

k. The uprights or posts shall not be moved during the competition unless the field referee decides that the takeoff or landing pit has become unsuitable. In such case, the change shall be made only after a round has been completed.

l. The competitor must take off from one foot.

m. Knocking the bar off the supports or touching the ground beyond the plane of the uprights with any part of the body (without clearing the bar) shall count as a failure.

n. The crossbar must be replaced each time with the same surface uppermost and the same surface to the front.

o. All measurements must be made with a steel tape or bar graduated in quarter inches and shall be made perpendicularly from the ground to the lowest part of the upper side of the bar. Any measurement of a new height shall be made before competitors attempt such height. A new measurement shall also be made when a new crossbar is substituted for a broken one. In all cases of records the judges must check the measurement after the height has been cleared.

†p. In the event of a tie in the high jump apply points, beginning with (1) at each tie.

(1) The competitor with the lowest number of trials at the height at which the tie occurs shall be awarded the higher place.

(2) If the tie still remains, the competitor having the fewest misses or failures throughout the competition up to and

including the height at which the tie occurs shall be awarded the higher place.

(3) If the tie still remains, the competitor having the fewest attempts or trials (whether successful or not) throughout the competition up to and including the height at which the tie occurs shall be awarded the higher place.

(4) If the tie still remains after applying 1, 2, and 3 above, the tying competitors shall each be awarded the same place in the competition (see diagram).

RESOLVING TIES IN THE HIGH JUMP

	4 ft. 0 in.	4 ft. 1 in.	4 ft. 2 in.	4 ft. 3 in.	4 ft. 4 in.	4 ft. 5 in.	4 ft. 6 in.	Total Failures	Total Trials	Pos.
A	...	X✓	✓	X✓	...	XX✓	XXX	4	8	2
B	✓	✓	✓	X...	X✓	XX✓	XXX	4	9	3
C	✓	✓	X...	✓	XX✓	XX✓	XXX	5	—	4
D	✓	...	...	XX✓	XX✓	X✓	XXX	—	—	1

Key: ... = passed;
X = failure; ✓ = cleared.

Explanation:

A, B, C, and D all cleared 4 feet 5 inches and all failed at 4 feet 6 inches. Because D cleared 4 feet 5 inches on her second attempt, while all others cleared on their third attempt, D is the winner. Applying Rule p. 2, one sees that A and B each had four misses up to and including 4 feet 5 inches, while C had five misses; C therefore gets fourth place. Applying p. 3, to break the tie still existing between A and B, one sees that A took a total of eight trials or attempts (successful or not) up to and including 4 feet 5 inches while B took nine attempts; A therefore gets second place and B gets third place.

SECTION 4. DISCUS THROW.

a. The discus shall be thrown from a circle 8 feet 2½ inches in diameter. The circle shall be made of band iron, steel, or wood and shall be sunk on the ground. It should be painted white.

b. The discus shall consist of a wooden body permanently framed by a metal rim rounded in a true circle. Metal plates shall be set flush in the sides of the wooden body. A means of securing the correct weight shall be the exact center of the discus.

c. The discus shall have the following specifications: minimum weight of 2 pounds 3¼ ounces; a minimum diameter of 7 3/32 inches, and a maximum diameter of 7 5/32 inches. A metal discus complying with all specifications of measurement, conditions, and weights may be used. A hard rubber

discus may be used in all meets except for a national championship.

d. To be valid, all throws must fall within a 60-degree sector marked on the ground. The radial lines, 2 inches wide, which form an angle of 60 degrees, shall be extended from the center of the circle. The inner edges of these lines shall mark the sector (Figure 1, page 144).
e. A foul throw is not measured but counts as a trial.
f. If a competitor touches the ground on or outside the circle with any part of her body before the throw is marked, the throw shall be declared a foul and shall not be measured. It shall count as a trial.
g. If the competitor leaves the circle before the implement has touched the ground, it shall be called a foul and count as a trial.
h. The competitor must remain standing in an upright position, and upon leaving the circle, she must leave from the rear half.
i. Letting the discus go in making an attempt shall be counted as a trial.
j. The measurement of each throw shall be from the nearest mark made by the fall of the discus to the inside circumference of the circle, on a line from such a mark made by the discus to the center of the circle.
k. Each competitor shall have three throws, and the seven best competitors shall have three more throws. Each competitor shall be credited with the best of all her throws. (Common practice is to qualify one more finalist than there are places to be awarded; if only three awards are given, four will qualify for the finals.)

SECTION 5. JAVELIN THROW.

a. The javelin shall be made of metal or solid wood with a metal point. The length shall not be less than 7 feet 2½ inches complete as thrown. It shall weigh not less than one pound 5.2 ounces complete as thrown. It shall have a grip, binding, or cord about the center of gravity. The grip shall be 5 7/8 inches long.
b. The runway for the javelin throw shall be unlimited in length but may not be less than 98 feet 6 inches. It shall be marked by two parallel lines 13 feet 1½ inches apart and terminated by a scratch line arc. The throw shall be made from behind the scratch line arc of a circle drawn with a radius of 26 feet 3 inches. The scratch line arc shall be a board of wood or metal 2¾ inches in width, and sunk flush with the ground. It should be painted white.

c. For informal meets the javelin may be thrown from behind a straight line 10 feet long and 2 inches wide. It should be painted white.
d. To be valid, a throw must fall within the inner edges of the lines marking the sector. The sector is formed by extending the radii through the extremities of the arc for a distance of 295 feet. The ends of the sector lines shall be marked with flags (Figure 2, page 144).
e. Measurements for informal meets where a straight line is used shall be made from the nearest mark of the implement to the inside of the center of the scratch line.
f. Measurements where the scratch line arc is used shall be taken at the inner edge of the circumference of the arc. Such measurement shall be made on a line from the nearest mark made by the point of the javelin to the center of the circle of which the arc is a part.
g. The javelin must be held by the grip, with one hand only, so that the little finger is nearest to the point.
h. The javelin shall be thrown over the shoulder or upper part of the throwing arm, and may not be slung or hurled with an underhand motion.
i. No throw shall be counted in which the point of the javelin does not strike the ground before any part of the shaft.
j. A foul throw is not measured but shall count as a trial.
k. It is a foul throw if a competitor touches or steps over the runway lines.
l. It is a foul if a competitor touches the scratch line arc with any part of the body or apparel before her throw has been marked.
m. At no time after preparing to throw, until the javelin has been discharged into the air, may the competitor turn completely around so that her back is toward the throwing area.
n. If the javelin breaks while in the air, the throw shall not count as a throw (provided it was in accordance with the rules).
o. Each competitor shall have three throws, and the best seven competitors shall have three more throws. Each competitor shall be credited with the best of all her throws. (Common practice is to qualify one or more finalist than there are places to be awarded; if only three awards are given, four will qualify for the finals.)

SECTION 6. SHOT PUT.

a. The shot shall be a solid sphere of iron, brass, or any metal not softer than brass, or a shell of such metal filled with lead or other material. The minimum weight for the college or open division shall be 8 pounds 13 ounces (4 kilograms); the

minimum weight for junior and senior high school girls shall be 8 pounds; the minimum weight for elementary school girls shall be 6 pounds. The minimum diameter shall be 3¾ inches and the maximum shall be 4 11/32 inches. A leather-bound or plastic covered indoor shot of the above weights shall be used only for indoor meets.

b. The shot shall be put from a circle 7 feet in diameter. A chalk or painted circle shall be used for indoor meets and a toeboard shall be used with a circle for outdoor meets.

c. In all official meets the toeboard shall be made of wood in the shape of an arc, so that the inner edge coincides with the inner edge of the circle, and so that it can be firmly fixed to the ground. The toeboard is 4 feet long on the inside, 4½ inches wide, and 4 inches high. The board shall be painted white (Figure 3, page 144).

d. To be valid, all puts must fall within the sector lines. These lines shall be formed by extending the radii through the extremities of the toeboard. Ends of sector lines shall be marked with flags.

e. The shot shall be put from the shoulder with one hand only. During the attempt, the shot shall not pass behind or below the shoulder.

f. A fair put shall be one in which no part of the competitor's body touches the top of the toeboard, the circle, or the ground outside the circle.

g. Foul puts and releasing the shot in making an attempt shall be counted as puts without result and need not be measured. If the competitor steps on or over the toeboard it shall be considered a foul. Leaving the circle before the distance has been marked also constitutes a foul. The competitor must remain standing in an upright position, and when leaving the circle she must leave from the rear half.

h. No device of any kind which can be used as an aiding support in putting the shot shall be allowed. A cotton or elastic bandage and one layer of adhesive tape around the wrist is permissible.

i. The measurement shall be taken from the nearest mark made by the fall of the shot to the inside of the circumference of the circle, on a line from such mark by the shot to the center of the circle.

j. Each competitor shall have three puts, and the seven best competitors shall have three more puts. Each competitor shall be credited with the best of all her puts. (Common practice is to quality one more finalist than there are places to be awarded; if only three awards are given, four will qualify for the finals.)

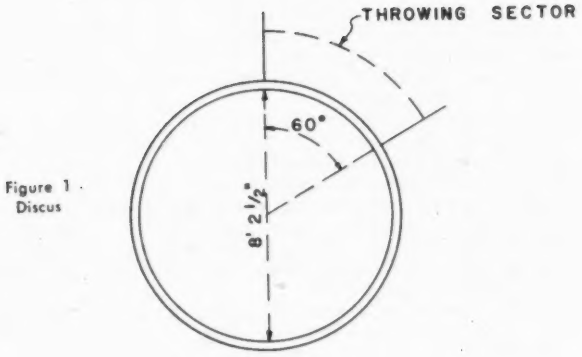


Figure 1
Discus

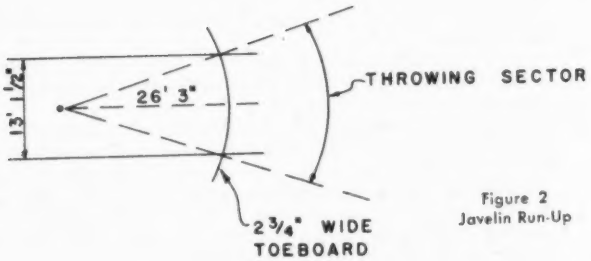


Figure 2
Javelin Run-Up

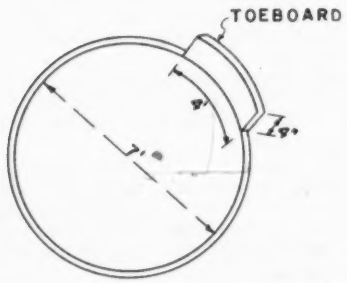


Figure 3
Shot Put

SECTION 7. BASKETBALL, AND SOFTBALL THROWS.

a. An official basketball, and official 12-inch softball shall be used.
b. The throw may be made with either hand, but not with both hands simultaneously.
c. The throws may be made from either a stand or a run.
*d. The throws shall be made from the javelin throwing area (see pg. 144), or from behind a scratch line ten feet long and two inches wide. Properly marked, this line shall be a board sunk flush with the ground (outdoors) or a similar line painted white (indoors).
e. Stepping on or over the line before the throw has been marked constitutes a foul.
f. A foul throw is not measured but counts as a trial.
g. Measurement shall be taken from the nearest mark made by the fall of the ball to the inside edge of the center of the scratch line.
h. Each competitor shall have three throws and the seven best competitors shall have three additional throws. Each competitor shall be credited with the best of all her throws. (Common practice is to qualify one more finalist than there are places to be awarded; if only three awards are given, four will qualify for the finals.)

SECTION 1. The pentathlon is governed by the rules listed below and is scored in accordance with the International Pentathlon Table.[1]

SECTION 2. The pentathlon for girls and women consists of five events which must be held in two sessions on one day or two consecutive days. The order of events shall be:

50-yard/100-meter hurdles
6 pound/4-kilo shot put
High jump
Running long jump
200-meter dash

†**SECTION 3.** When the pentathlon is held in conjunction with a track meet, competitors may compete in either the pentathlon events or the track meet events, but not both.

SECTION 4. Unless otherwise indicated below, all of the rules which govern the events of the pentathlon apply when these events are included in the pentathlon.

a. Any girl failing to start or to make a trial in any one of the five events of the pentathlon, shall not be allowed to take part in the following events. She shall be considered to have

[1] AAU, 3400 W. 86th St., Indianapolis, Ind. 46268

abandoned competition and shall not figure in the final scoring.

b. In running events, no penalty will be imposed for the first or second false start, but the third false start will disqualify the offender from that event.

c. In the running events each heat shall have three or more, but never less than two competitors, drawn from lot, except that one heat of the 200-meter dash shall consist of the leading competitors at that point. The referee shall have the power to rearrange any heat if in her opinion it is desirable.

d. In a Pentathlon Meet, if the number of competitors warrant it, the Director of the Meet may divided the competitors into groups of not less than six nor more than ten girls each. These groupings shall continue throughout the entire competition. The order of the competition within each group shall be determined by lot.

e. The winner shall be the girl or woman who has scored the highest total number of points in the five events. If two or more competitors are tied, the winner shall be the competitor who has received the highest number of points in a majority of events. If this does not resolve the tie, the winner shall be the competitor who has the highest number of points in any one of the events. This procedure shall apply to ties for any place in the competition.

RULE 6. SCORING

SECTION 1. INDIVIDUAL EVENTS AND RELAYS.

a. The total points accumulated by any team shall be reflected by the following:

No. of Places To Be Counted	*1st Place*	*2nd Place*	*3rd Place*	*4th Place*	*5th Place*	*6th Place*
2	5	3				
3	5	3	1			
4	5	3	2	1		
5	5	4	3	2	1	
6	10	8	6	4	2	1

b. If there is a tie between two or more competitors for any place which receives a score in either a track or field event, the sum of the points of the places involved shall be divided equally between the tying competitors.

c. Points given for the various places are awarded to the competitors' team and totaled at the conclusion of the meet.

SECTION 2. TOTAL TEAM SCORE.

a. The final score for a team at the conclusion of a meet will be the sum of all points awarded in accordance with Section 1. The team receiving the highest number of points shall be declared the winner of the meet.
b. When two more teams have the same number of points, the team scoring the most first places shall be declared the winner. If the tie still exists, the team scoring the most second places shall be the winner.

RULE 7. OFFICIATING

Note: The rules included here are particular to the rights of the individual performer. In addition, the techniques of officiating the rules included in the Techniques of Officiating Section must be followed.

SECTION 1. TRACK EVENTS.

a. The referee shall be responsible for having the meet conducted in accord with the rules. She shall have the final judgment in deciding any protest, any technical point, and/or any dispute which involves a situation not covered in the rules.
b. The referee shall have the power to exclude any competitor or official for improper conduct or apparel.
*c. When runners are placed in lanes according to their best times, the two fastest lanes shall be the middle lanes on a straightaway. Lanes are drawn by chance on races on the curve.
d. When a competitor who has qualified in a preliminary trial withdraws from the competition in the semifinals or the finals, she may not be replaced by a substitute.
e. The starter shall have complete control of the competitors on their marks.
f. The commands for starting a race shall be: "Take your mark," "Set," and the firing of the gun or another like signal.
g. The starter shall warn all competitors prior to the start of each race that any competitor making two false starts shall be eliminated from the race. The starter should warn the competitor by saying, "You have one false start; one more and you will be disqualified."
h. The starter shall be the sole judge of a false start, and if the gun has already been fired, recall the runners by again firing the gun. If a competitor makes a false start before the gun has been fired, the starter shall call everyone off her mark.

i. The chief finish judge shall make a final judgment in any disagreement between finish judges. She must base all decisions on the judges' decision and on what she has seen. If the chief finish judge cannot make a decision, she may confer only with the referee.

j. If there is a tie in any heat which affects qualifications for the next semifinals or finals, the tying competitors shall both qualify if lanes or positions are available. If they are not available, the tying competitors shall compete again for the available lane or position.

k. A competitor shall be picked for place at the moment any part of her body (i.e., torso, including the neck—as distinguished from the head, arms, legs, or feet) reaches the nearest edge of the finish line.

l. All watches must be synchronized before the start of a meet. If there is any discrepancy between watches, the best watch shall time first place.

m. The chief timekeeper shall be in position to time first place and more places if possible. In a case where the watches fail to catch a time for a place, no time shall be recorded for that place.

n. The chief timekeeper shall rule on the official time as follows:
   1. If there are three watches on one place and all three watches show different times, the chief timekeeper will consider the middle time as official (not the average of the three).
   2. If two of the three watches are the same and one is different, the time in which two are identical will be official.
   3. If there are only two watches on a place with each showing a different time, the slower of the two shall be considered official time.
   4. In the case of a second place time being faster than the first place time, consider the second place time to be wrong and adjust the time accordingly. If a decision cannot be made, the chief timekeeper shall confer with the track referee.
   5. For all races of one mile or less, the timing shall be to 1/10.

o. The timekeepers shall start their watches exactly with the flash of the gun and stop their watches at the moment when any part of the competitor's body (torso, including neck—as distinguished from the head, arms, legs, or feet) reaches the nearest edge of the finish line.

SECTION 2. FIELD EVENTS.

a. All implements used in competition must conform to official standard size, weight, and composition. If so desired, any implement declared official by the referee may be used by any of the contestants.
b. Running events take precedence over field events, i.e., if a contestant is participating in a field event and her running event is called, she must leave the field event. The contestant is responsible for reporting back to the field event judge when she returns.
c. A competitor shall be credited with the best of all her preliminary and final trials.
d. In all measurements, distances under 100 feet are to be recorded to the nearest ¼ inch below the distance covered. Distances over 100 feet are to be recorded to the nearest ½ inch below the distance covered.
e. In all measurements, the zero end of the tape must be held at the point of the mark made by the implement or body part.

RULE 8. RECORDS

SECTION 1. National records shall be recognized in the events and divisions as listed in Rule 1.

SECTION 2. No record shall be accepted unless it has been approved by the Track and Field Committee.

SECTION 3. The following provisions shall apply to all track and field records:

a. No records shall be acceptable unless made in a bona fide competition open to two or more schools or colleges and conducted in accordance with DGWS rules.
b. Records made in heats or qualifying trials will be accepted. In case of a record made in a dead heat or tie, each contestant so tying shall be entitled to the record.
c. No record claimed for any event in which time is taken shall be allowed unless it has been timed by official timers in accordance with the Techniques of Officiating Section and Rule 7, Sec. 1, n.
d. For all records up to and including 220 yards, and for the running long jump, information on wind conditions should be provided.
   (1) An anemometer shall be placed four feet above the ground at the edge of the track, midway between the start and finish lines and facing the starting line.

(2) If the average velocity of the wind, measured in the direction of the running behind the competitor, either directly or in a slanting direction, exceeds 4.47 miles per hour (393.7 feet per minute) the record will not be accepted.

(3) The periods for which the wind will be measured (after the gun has been fired) are as follows:
   a) 100 yards and hurdles–10 seconds
   b) 200 yards (straight) and 200-meter hurdles–20 seconds
   c) 220 yards (curve) and 200-meter hurdles (curve)–the average wind shall be measured for a period of 10 seconds, commencing when the runners enter the straightaway.

Bureau of Weights and Measures. Records in field events must be measured by two field judges and the referee.

f. No record claimed for the discus, javelin, shot, basketball, or softball shall be allowed unless it has been made with an implement which complies with the specifications for official implements, and it must also be certified as to weight measurement and material on the date of competition.

SECTION 4. A national record application shall be accepted for consideration by the Track and Field Committee if the record application form (page 158) submitted is properly certified by referee, judges, timers, and all other necessary officials concerning all pertinent information, as follows:

a. Place
b. Time of day
c. State of weather
d. Condition of track or field
e. Force and direction of wind.
f. Level or gradient of ground
g. Correctness of distance run, announced time, distance or height.
h. Specifications of weight, measurement, and material of implement.

RULE 9. CROSS-COUNTRY RUNNING

SECTION 1. The cross-country run shall be over a course 1½ miles in length. Measurements shall be along the middle of the course. The course shall be clearly marked. A wide line marked with a substance not injurious to the eyes or skin may be used; or a signpost with large directional arrows wherever the course turns; or flags about one foot square, mounted on stakes which hold them two or more feet above the ground.

The start and finish of the race may be within an athletic stadium and it may cross paving. The course shall be laid out so there are no sharp turns at the beginning of the course. The course shall not be less than 10 yards wide at any point. Runners should encounter an incline just prior to the finish of the race.

Flag Designations: A *red* flag indicates a turn to the left. A *white* flag indicates a turn to the right. A *blue* flag indicates a course straight ahead.

SECTION 2. Flags should be placed about every 125 yards.

SECTION 3. Running regulations and penalty for failure to follow the course are the same as for other track events. See Rule 3, Section 1.

SECTION 4. In dual meets, a maximum of 12 members may be entered, but only the first seven on each team shall enter into the scoring. In all other competitions the cross country team shall consist of seven members.

SECTION 5. SCORING.

a. Scoring shall be as shown in the following table:

Total number to finish	*1st Place*	*2nd Place*	*3rd Place*	*4th Place*	*5th Place*	*6th Place, etc.*
7	1	2	3	4	5	6, etc.

b. All competitors who finish the race shall be ranked and tallied in accordance with the above table. The team score shall be determined by totaling the points scored by the first five finishers of each team. The team which scores the smallest number of points is the winner.

c. If fewer than five (or any number specified by the meet committee) competitors of a team finish, the places of all members of that team shall be disregarded. It is considered a tie event if two or more teams score the same number of points.

Note: Team ties are generally broken in cross-country meets by one of two ways: (a) the position (highest) of the fifth girl on the teams in question, or (b) the highest positions of fourth persons if a tie still exists. Individuals who tie in the race have their place points divided between them.

d. While the sixth and seventh finishers of a team do not score points toward their team's total, their places, if better than those of any of the first five of an opposing team, result in an increased (poorer) score for the opposing team.

LANE STAGGERS FOR RACES AROUND TURNS*

For 30-Inch Lanes

Number of turns to be run	2	1
Handicaps for Lane 2 over 1	13' 7¼"	6'9 5/8"
Handicaps for Lanes 3, 4, 5, 6, 7, 8 over next lanes to the inside	15' 8½"	7' 10¼"

For 36-Inch Lanes

Number of turns to be run	2	1
Handicaps for Lane 2 over 1	16' 9"	8' 4½"
Handicaps for Lanes 3, 4, 5, 6, 7, 8 over next lanes to the inside	18' 10¼55	9' 5 1/8"

For 42-inch Lanes

Number of turns to be run	2	1
Handicaps for Lane 2 over 1	19' 10¾"	9' 11 3/8"
Handicaps for Lanes 3, 4, 5, 6, 7, 8 over next lanes to the inside	21' 11 7/8"	11"

For 48-Inch Lanes

Number of turns to be run	2	1
Handicaps for Lane 2 over 1	23'	11'
Handicaps for Lanes 3, 4, 5, 6, 7, 8 over next lanes to the inside	25'	12' 6"

If lane No. 1 is laid out 4 inches wider than the other lanes, the staggered schedule for lanes 3, 4, 5, 6, 7 and 8 can be applied to lane 2.

* Adapted from the *Official NCAA Track & Field Guide* (New York: National Collegiate Athletic Bureau, 1965), p. 13.

CURVED STARTING LINE FOR SCRATCH STARTS

The starting line for all races not run in lanes shall be curved so that all competitors run the same distance going into the first curve.

The curved starting line may be established by placing a row of stakes 10 feet apart, 12 inches from the curb. The first stake is to be 12 inches from the curb at the start. For a 32 foot track, 10 stakes are sufficient.

Using a steel tape 100 feet or longer, use the pin farthest (C) from the start (A) as a center; scribe an arc from the pole to the outer curb of the track.

This will not be an arc of a circle, as the radius will change since the tape loses contact with each successive stake.

Note: The distance for spacing the stakes (10 feet or 3 meters) is arbitrary and is a sufficiently accurate interval.

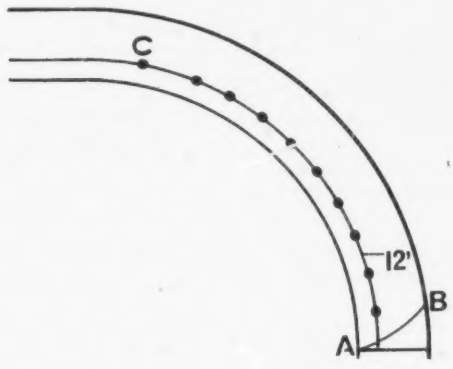


Figure 1. Curved Line for Scratch Starts.

A – Juncture of Straightaway and Curve
AB – Curved starting line
C – Last stake

SUGGESTED TIME SCHEDULES

PLAN 1

AFTERNOON MEET – HIGH SCHOOL

4:00	Hurdles (50-Yard, 80-Yard)	Shot Put High Jump
4:15	880-Yard Run	
4:30	100-Yard Dash	
4:45	440-Yard-Dash	Discus Throw
5:00	220-Yard Dash	Running Long Jump
5:15	1500-Meter Run or 1-Mile Run	
5:30	440-Yard Relay	Softball Throw
5:45	880-Yard Medley Relay or	
5:45	880-Yard Pursuit Relay	

ALL DAY MEET – COMBINED GIRLS AND OPEN

Trials:

9:00	Hurdles–Girls	
9:20	Hurdles–Open	
9:40	100-Yard Dash–Girls	
10:00	100-Yard Dash–Open	9:00 Shot Put–Girls High Jump–Girls
10:20	220-Yard Dash–Girls	
10:40	220-Yard Dash–Open	

Semifinals:

11:00	440-Yard Dash–Girls	10:00 Discus Throw–Open
11:15	440-Yard Dash–Open	Long Jump–Girls
11:30	Hurdles–Girls	
11:45	Hurdles–Open	
12:00	100-Yard Dash–Girls	11:00 Softball Throw–Girls
12:15	100-Yard Dash–Open	Javelin Throw–Open
12:30	220-Yard Dash–Girls	
12:45	220-Yard Dash–Open	

Finals:

1:30	Hurdles–Girls	12:30 Shot Put–Open
1:40	Hurdles–Open	Long Jump–Open
1:50	880-Yard Run–Girls	
2:00	880-Yard Run–Open	
2:10	100-Yard Dash–Girls	

2:20	100-Yard Dash–Open		
2:30	440-Yard Dash–Girls	2:30	Softball Throw–Open
2:40	440-Yard Dash–Open		Javelin Throw–Girls
2:50	220-Yard Dash–Girls		
3:00	220-Yard Dash–Open	1:30	Discus Throw–Girls
3:10	1500-Meter or 1-Mile Run–Girls		High Jump–Open
3:20	1500-Meter or 1-Mile Run–Open		
3:30	440-Yard Relay–Girls		
3:40	440-Yard Relay–Open		
3:50	880-Yard Medley Relay–Girls		
4:00	880-Yard Medley Relay–Open		

PLAN II

ALL DAY MEET–COMBINED GIRLS AND OPEN

9:00	Hurdles Trials–Girls		
9:20	Hurdles Trials–Open		
9:40	Hurdles Semifinals–Girls		
9:55	Hurdles Semifinals–Open		
10:10	100-Yard Dash Trials–Girls	9:00	Shot Put–Girls
10:30	100-Yard Dash Trials–Open		High Jump–Girls
10:50	100-Yard Dash Semifinals–Girls		
11:05	100-Yard Dash Semifinals–Open	10:00	Discus Throw–Open
11:20	440-Yard Dash Semifinals–Girls		Long Jump–Girls
11:35	440-Yard Dash Semifinals–Open		
11:50	220-Yard Dash Trials–Girls	11:00	Softball Throw–Girls
12:10	220-Yard Dash Trials–Open		Javelin Throw–Open
12:30	220-Yard Dash Semifinals–Girls		
12:45	220-Yard Dash Semifinals–Open		
Finals:			
1:30	Hurdles–Girls	12:30	Shot Put–Open
1:40	Hurdles–Open		Long Jump–Open
1:50	880-Yard Run–Girls		
2:00	880-Yard Run–Open		
2:10	100-Yard Dash–Girls		
2:00	100-Yard Dash–Open		
2:30	440-Yard Dash–Girls	1:30	Discus Throw–Girls
2:40	440-Yard Dash–Open		High Jump–Open
2:50	220-Yard Dash–Girls		
3:00	220-Yard Dash–Open		
3:10	1500-Meter or 1-Mile Run–Girls		

3:20	1500-Meter or 1-Mile Run—Open	
3:30	440-Yard Relay—Girls	2:30 Softball Throw—Open
3:40	440-Yard Relay—Open	Javelin Throw—Girls
4:00	880-Yard Medley Relay—Open	

PLAN III

AFTERNOON MEET — COLLEGE

3:00	80-Yard Hurdles or	2:30 High Jump
	100-Meter Hurdles	2:30 Long Jump
3:10	440-Yard Dash	2:30 Discus
3:15	50-Yard Dash	
3:20	880-Yard Run	
3:25	100-Yard Dash	3:00 Javelin
3:35	220-Yard Dash	
3:45	440-Yard Relay	3:30 Shot Put
4:00	880-Yard Medley Relay	

PLAN IV

AFTERNOON MEET — COLLEGE

3:00	200-Meter Hurdles	2:30 High Jump
3:15	100-Meter or 80-Yard Hurdles	2:30 Long Jump
3:20	440-Yard Dash	2:30 Discus
3:30	880-Yard Run	3:00 Javelin
3:35	100-Yard Dash	
3:45	220-Yard Dash	3:30 Shot Put
3:55	440-Yard Relay	
4:05	880-Yard Medley Relay	

METRIC AND ENGLISH DISTANCE EQUIVALENTS

Track Events

Meters	Miles	Yards	Feet	Inches
1	0	1	0	3.37
2	0	2	0	6.74
3	0	3	0	10.11
4	0	4	1	1.48
5	0	5	1	4.85
10	0	10	2	9.70
20	0	21	2	7.40
30	0	32	2	5.10
40	0	43	2	2.80
50	0	54	2	.50
60	0	65	1	10.20
70	0	76	1	7.90
80	0	87	1	5.60
90	0	98	1	3.30
100	0	109	1	1.00
110	0	120	0	10.70
200	0	218	2	2.00
300	0	328	0	3.00
400	0	437	1	4.00
500	0	546	2	5.00
1000	0	1093	1	10.00
1500	0	1640	1	3.00
2000	1	427	0	8.00
2500	1	974	0	1.00
3000	1	1520	2	6.00
5000	3	188	0	2.00
10000	6	376	0	4.00

26 Miles – 385 yards = 42 kilometers – 195.1 meters

Yards	Meters
40	36.58
50	45.72
60	54.86
70	64.01
75	68.58
100	91.44
110	100.58
120	109.73
220	201.17
300	274.32
440	402.34
600	548.64
880	804.67
1000	914.40
1320	1207.01

Miles	Meters
1	1,609.3
2	3,218.7
3	4,828.0
4	6,437.4
5	8,046.7
6	9,656.1
7	11,265.4
8	12,874.8
9	14,484.1
10	16,093.5

Field Events

Feet	Meters	Feet	Meters	Feet	Meters	Feet	Meters
1	0.305	6	1.829	20	6.096	70	21.336
2	.610	7	2.134	30	9.144	80	24.384
3	.914	8	2.438	40	12.192	90	27.432
4	1.219	9	2.743	50	15.240	100	30.480
5	1.524	10	3.048	60	18.288	200	60.960

Relation of metric to English scale. For measuring or checking courses where no metric tape is available the following table is acceptable:

1 meter = 39.37 inches = 3.2808 feet = 1.0936 yards
1 kilometer = 1,000 meters = 0.621370 miles

DGWS PERFORMANCE RECORD FORM*

Event _____ Time or Distance _____

Name _____ Age _____ Grade _____

Address _____ City _____ State _____

School _____ City _____ State _____

Date of Meet _____

Place of Meet _____

Time of Day _____

State of Weather _____

Force and Direction of Wind _____

Level or Gradient of Ground _____

Correctness of Distance Run, Announced Time, Distance or Height, Hurdle Height _____

Specifications of Weight, Measurement and Materials of Implement _____

_____

Authorized Signatures: We certify that DGWS rules governed this meet and that this application has been completed accurately.

Physical Education Instructor or Coach _____

Meet Director _____

Referee _____

Judge or Timer _____

Recorder _____

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* Duplicate this form and send complete information to:
Dr. Donnis Thompson
University of Hawaii
1333 Lower Campus Rd.
Honolulu 96822

Girls and Women's Track and Field Records*

Compiled by LINDA LANGLEY

EVENT	TIME OR DISTANCE	NAME AND CITY	YEAR
ELEMENTARY SCHOOL RECORDS			
50-Yard Dash	6.3 sec.	Debra Bieliora (Glendale, Ariz.)	1966
75-Yard Dash	9.0 sec.	Debra Bieliora (Glendale, Ariz.)	1966
100-Yard Dash			
220-Yard Pursuit Relay			
220-Yard Shuttle			
440-Yard Pursuit			
50-Yard Pursuit			
Shot Put (6 lbs.)			
Basketball Throw	66'	Susan Eiquiha (Woodland, Wash.)	1963
Softball Throw	171' 5"	Sara Coe (Wilmette, Ill.)	1969
Standing Long Jump	7' 10"	Jeanne Knight (Holmes Beach, Fla.)	1964
Running Long Jump	17' ½"	Nance Viera (Lemoore, Calif.)	1963
Running High Jump	4' 5"	Doreen Henry (Webster, N.Y.)	1970
JUNIOR HIGH SCHOOOL RECORDS			
50-Yard Dash	5.7 sec.	Ambro Walters (Idaho Falls, Idaho)	1966
100-Yard Dash	11.5 sec.	Janice Green (Titusville, Fla.)	1970
220-Yard Dash	26.6 sec.	Patti Robins (Ellenwood, Kans.)	1970

* Refer to Rule 8, Records.

440-Yard Run	1:01:0 sec.	Vickie Armstutz (Grabill, Ind.)	1971
880-Yard Run	(New event)		
220-Yard Pursuit Relay	27.7 sec.	Schroeder, Arnoldy Cordel, Mortiz (Tipton, Kans.)	1970
440-Yard Pursuit Relay	52.7 sec.	Stienseifer, Haynes, Gordon, Farnes (Beaverton, Ore)	1971
880-Yard Pursuit Relay	2:04.5 sec.	(Ellsworth, Kans.)	1971
50-Yard Hurdles (2'6")	7.7	Debbie Lansky (Taylor, Mich.)	1967
80-Yard Hurdles (2'6")	(No results received)		
Shot Put (8 lbs.)	37' 4½"	Paula Helsby (Hillsboro, Ore.)	1968
Basketball Throw	98'10½"	Victoria Johnson (Youngstown, Ohio)	1966
Softball Throw	225'	Denise Ambrose (Bladensburg, Md.)	1965
Standing Long Jump	9' 2¾"	Pam Frazier (Cincinnati, Ohio)	1967
Running Long Jump	17' 4"	Carol Mayle (Crescent City, Calif.)	1966
Running High Jump	5' 4"	Susan Tracey (State College, Pa.)	1971

SENIOR HIGH SCHOOL RECORDS

50-Yard Dash	5.9 sec.	C. Cooley (Holt, Mich.)	1966
100-Yard Dash	10.3 sec.	M. Gillette (Park Forest, Ill.)	1967
220-Yard Dash	23.8 sec.	Margaret Johnson (Lebanon, Ore.)	1966
440-Yard Run	56.6 sec.	Nancy Shafer (North Canton, Ohio)	1968
1 Mile Run	5:09.2 sec.	Debbie Roth (Eugene, Ore.)	1971
1500 Meter Run	(No results received)		

880-Yard Run	2:18.8 sec.	Sherry Wells (Florence, Ore.)	1968
440-Yard Pursuit Relay	47.8 sec.	Boyd, Nelsen, Johnson, Huges (Lebanon, Ore.)	1966
880-Yard Pursuit Relay	1:43.4 sec.	Boyd, Nelsen, McCombs, Thrush (Lebanon, Ore.)	1966
880-Yard Medley Relay	1:48.3 sec.	Boyd, Nelsen, Hughes, Johnson (Lebanon, Ore.)	1966
1 Mile Relay	4:26.5 sec.	Allen, Cunningham, Miller, Hawney (Seattle, Wash.)	1971
50-Yard Hurdles (2'6")	6.7 sec.	Gail Boyd (Lebanon, Ore.)	1966
80-Yard Hurdles (2'6")	11.7 sec.	Carol Donnel (Seattle, Wash.)	1971
100-Meter Hurdles (2'6")	14.3 sec.	Heidi Davidson (Eugene, Ore.)	1970
Shot Put (8 lbs.)	47'9¾"	Mary Jacobson (Florence, Ore)	1969
Basketball Throw	97'	Kathy Bleau (Schenectady, N.Y.)	1968
Softball Throw	233'10"	Pat Crain (Salinas, Calif.)	1970
Discus Throw	147'10"	Beth Smith (Speld, Ore.)	1971
Javelin Throw	145'9¾"	Arlene Pratt (Eugene, Ore.)	1971
Standing Long Jump	9'2"	Pat Walton (Hialeah, Fla.)	1967
Running Long Jump	18'7½"	Fran Aver (Coors Bay, Ore.)	1970

COLLEGE (AND OPEN) RECORDS

100-Yard Dash	10.9 sec.	Chi Cheng (Azusa, Calif.)	1971
	10.9 sec.	Chris Iverson (San Luis Obispo, Calif.)	1966
220-Yard Dash	24.8 sec.	Kathy Smallwood (San Jose, Calif.)	1971

440-Yard Dash	59.4 sec.	Chris Iverson (San Luis Obispo, Calif.)	1966
	59.4 sec.	Cis Shafer (Pomona, Calif.)	1971
880-Yard Run	2:20.0 sec.	Pedlow (Indianapolis, Ind.)	1967
1500-Meter Run	(No results received)		
440-Yard Pursuit Relay	50.8 sec.	Patterson, Smith, Longoria, Murphey (Denton, Tex.)	1970
880-Yard Pursuit Relay	1:55.2 sec.	Smolka, Longoria, Woodrow, Byer (Denton, Tex.)	1969
880-Yard Medley Relay	1:44.3 sec.	Smallwood, Hughes, Clardy, Cheng (Pomona, Calif.)	1971
1 Mile Run	(No results received)		
80-Yard Hurdles (2'6")	15.0 sec.	Kathy Ross (Athens, W.Va.)	1971
100-Meter Hurdles (2'9")	14.6 sec.	Carla Coffey (Somerset, Ky.)	1971
200-Meter Hurdles	29.1 sec.	Dee Kurth (Chico, Calif.)	1968
Shot Put (4 kilo)	47'6½"	Maren Seidler (Darien, Ill.)	1971
Basketball Throw	101'2"	Marsue Burroughs (Huntington, W.Va.)	1971
Softball Throw	239'	Marsue Burroughs (Huntington, W.Va.)	1971
Discus Throw	154'7"	Marlene Kurt (Eugene, Ore.)	1971
Running Long Jump	20'4¾"	Chi Cheng (Azusa, Calif.)	1971
Running High Jump	5'7¼"	Tara Shelton (Portland, Ore.)	1969

WOMEN'S OLYMPIC RECORDS

100-Meter Dash	11.0 sec.	Wyomia Tyus (U.S.A.)	1968
200-Meter Dash	22.5 sec.	Irena Szewinska (Poland)	1968

400-Meter Dash	52.0 sec.	Betty Cuthbert (Australia)	1964
		Colette Besson (France)	1968
800-Meter Run	2:00.9 sec.	Madeline Manning (U.S.A.)	1968
80-Meter Hurdles	10.3 sec.	Maureen Caird (Australia)	1968
400-Meter Relay	42.8 sec.	Ferrell, Bailes, Netter, Tyus (U.S.A.)	1968
Running High Jump	6'2 7/8"	Yolanda Balas (Rumania)	1964
Running Long Jump	22' 4½"	Viorica Viscopoleanu (Rumania)	1968
Shot Put (4 kilo)	64' 4"	Margitta Gummel (East Germany)	1968
Discus Throw	191' 2"	Lia Manoliu (Rumania)	1968
Javelin Throw	198' 7½"	Mihaela Penes (Rumania)	1964
Pentathlon	5246 points	Irina Press (U.S.S.R.)	1964

GLOSSARY

AAU–Amateur Athletic Union.

Anchor–The final or fourth leg of a relay.

Approach–The run and/or adjustment used by the participant prior to the actual take-off.

Baton–A tubelike object usually made of metal, wood, or paper which is used in a relay race and which is passed from one runner to another.

Blind pass–A relay pass with the receiver moving forward and receiving the baton without looking to the rear.

Break–Leaving the starting blocks before the gun sounds. Making a movement from a set position.

Break in the pit–The mark made by the contestant when landing in the pit.

Breaking for the pole–Cutting over to the inside of the track.

Circle–Competitive area for the shot and discus.

Clapboard–Two pieces of board connected by a hinge and used by the starter in place of a gun. Sometimes referred to as "the clappers."

Clear the watches–Setting the watches back to zero in order to be ready for the next race.

Contestant numbers–Numbers worn on the backs of competitors for identification.

Course–A general term used to indicate the path of a runner.

Crossbar–The bar over which the high jumpers jump.

Cut-down–The dropping of the lead leg in hurdle clearance.

Curb–Inside border of the track.

Dead heat–A race in which two or more runners cross the finish line at exactly the same moment.

Drive leg–The leg exerting the force during stride or take-off.

Exchange zone–An area the width of one lane 22 yards long used in relay races. The baton must be passed from a runner to her teammate while they are in this zone.

False start–Leaving the starting blocks before the gun sounds. Making a movement from a set position.

Field event sheets–Tabulating papers used to record attempts made by competitors in the field events.

Field shoes–Rubber-soled track shoes worn by competitors in field events.

Finish posts–Posts to which the finish tape or string is attached.

Finish yard or tape–The cord stretched across the track directly above the finish line to aid the finish judges in determining which runner first crosses the finish line.

Flight–A round of trials for all contestants in the throwing events and long jumps. In a flight, each contestant is given her first trial before any contestant starts on the second flight. The term is also used to indicate the hurdles to be used by a contestant.

Follow-through–The movement of a part or parts of the body allowing the release of a missile or object.

Foul jump–A jump which is counted as a trial, but which is not measured because of some violation of the field event rule.

Foul throw–A throw which is counted as a trial but which is not measured because of some violation of the field event rule.

Grip–The handhold on a baton or other object.

"Gun is up"–A warning signal to timers and judges that the starter has raised her arm and is about to start the race.

Hand-off–The passing of the baton from the incoming runner to outgoing runner in a relay race.

Heat–A preliminary round of a race, the winners of which participate in the semifinals and finals.

Heat sheet–A form on which the names of the contestants in a race are placed, indicating in which heat they will run.

High jump standards–Uprights which are used to hold the crossbar for the high jump.

Inside lane–The lane on the inside or curb of the track (the one closest to the infield). It is often referred to as the pole position.

International Zone–An area the width of one lane, 11 yards long which may be used by a relay runner to begin running before she receives the baton in the exchange zone.

Jog–Slow, easy, short-stride running action.

Kelly pool balls–Small numbered balls used in drawing for lanes. Sometimes called "shake balls."

Kick–Increased leg speed used at the end of a race.

Lane–The path which is marked on the track for a race or that part of the race during which the runner must stay in the prescribed path.

Lap–One complete circuit of the entire track.

Lead leg–The first leg, or kicking leg, of jumpers. The first leg over a hurdle.

Lead-off runner–The first runner on a relay team.

Leg of a relay–The distance over which one member of a relay team must run.

Medley relay–A relay race in which the members of the relay team run different distances.

NCAA–National Collegiate Athletic Association.

Nonvisual exchange–A baton exchange or pass in which the outgoing runner does not look backward while receiving the baton.

Olympic start–Staggered start on the curve.

Pace–The rate of speed used according to the distance to be run and the available energy of the runner.

Pass–The voluntary giving up of one of a contestant's preliminary or final throws or jumps. Also refers to the actual exchange of a baton.

Passer–The relay runner who "hands off" the baton.

Passing zone–A zone the width of one lane 22 yards long used in relay races. The baton must be passed from a runner to her teammate while they are in this zone.

Pickup zone–The area 11 yards in front of the relay passing zone. An outgoing runner may commence running anywhere in this zone.

Pit–The area in which a long jumper or high jumper lands; usually filled with sand, sawdust or foam rubber.

Pole–The inside or curb lane of a track.

Preliminaries–In running events, they are a series of heats in the same event (used when there are more competitors than there are lanes). In the throws and long jump, preliminaries consist of three trials per competitor. The best are then placed in the finals.

Pursuit relay–A relay in which all runners run in the same counterclockwise direction.

Put—The action of pushing the shot away from the body for distance.

Recall—The calling back of runners after a false start.

Receiver—The runner receiving the baton in a relay race.

Reverse—A follow-through after releasing the shot or other missile.

Runway—The approach to the take-off board or scratch line for field events.

Scratch—Decision not to compete in an event after being listed on event card.

Scratch line—The takeoff line which may not be crossed in the softball throw and javelin throw.

Scratch start—Curving line used in races of 880 yards or longer.

Sector lines—Boundary lines within which a throw must land in order to be a fair throw, as in the javelin throw and discuss throw.

Shot—An iron or brass sphere 4, 6, 8 pounds, or 4 kilos in weight.

Shuttle relay—A relay run on a straightaway, with half of each relay team at opposite ends of the prescribed distance. Alternate runners run back and forth over the same course.

Spikes—Low-cut, lightweight spiked shoes worn by runners to give them faster starts and surer footing.

Staggered start—The start of a race in which runners do not start on a straight line. Usually used in races which are run around a curve.

Starting block—An implement against which runners may place their feet in order to get a fast start at the beginning of a race.

Straddle—Method of high jumping; clearing the bar face down.

Straightaway—Straight area of the track between one curve and the next.

Stride—The distance covered by one step.

Tagging—Touching a relay runner instead of giving her a baton.

Takeoff board—A board from which a long jumper makes her jumps.

Takeoff foot—The foot that drives a contestant from the ground.

Takeoff mark—A spot at which a contestant leaves the ground, as in the high jump and long jump.

Toeboard—A curved piece of wood used as a foul line for a throw.

Torso—That part of the body as distinguished from the head, neck, arms, legs, feet, or hands.

Trail leg—Take-off leg or the rear leg in hurdling.

USTFF—United States Track and Field Federation.

Visual exchange—A baton exchange in which the receiver watches the incoming runner until the pass is completed.

Warm-up—Preparation of the body through light exercise for more vigorous exercise.

Western roll—A method of high jumping; clearing the bar on the side or back.

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